DOCUMENT RESUME

ED 192 030 CE 026 421

TITLE	South Carolina Job Placement Services Effectiveness Survey. Final Technical Report.
INSTITUTION	National Evaluation Systems, Inc., Amherst, Mass.
SPONS AGENCY	South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE	Mar 80
NOTE	314p.: Sections may not reproduce well due to colored paper.
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Administrator Attitudes: Employment Counselors: Employment Services: *Guidance Programs: High School Students: *Job Placement: *Program Effectiveness: School Counselors: Secondary Education: Sex Bias: *Sex Fairness: Sex Role: *Sex Stereotypes: State Surveys: Student Attitudes: *Student Employment: Teacher Attitudes: Vocational Education: Vocational Education Teachers
IDENTIFIERS	South Carolina

ABSTRACT

A survey was conducted to determine the effectiveness of job placement services provided to secondary vocational students in South Carolina high schools and vocational centers, to identify characteristics of effective placement service programs, and to identify efforts made by schools to overcome sex bias. Survey instruments consisting of a variety of question formats were designed and administered to teachers (1,000), administrators (277), students (1,000), and counselors (524). Variables considered included school size and type, vocational experience, sex, age, educational level, racial/ethnic background, and student employment status. Data summaries, frequency distributions determining the percent of respondants selecting particular question categories, and means and standard deviations calculations were performed. Respondant perceptions indicated a need for improved job placement services and revealed that vocational education programs offer limited or no job placement services to adult vocational students. Both faculty and students indicated the existence of some sex-role stereotyping. Recommendations included local and state efforts to provide goals and structures for job placement services, establishment of an advisory committee, development of model programs, development of an affirmative sex-equity program, inservice vocational education programs, and the implementation of strategies for encouraging students to pursue nontraditional careers. (Appendixes, constituting two-thirds of the document, contain survey statistics, objectives, and instruments.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

9/22/80

ED192030

South Carolina Job Placement Services Effectiveness Survey

FINAL TECHNICAL REPORT

Prepared for:

Vocational Research Coordinating Unit
South Carolina Department of Education
Room 916, Rutledge Building
Columbia, South Carolina 29201

Prepared by:

National Evaluation Systems, Inc.
30 Gatehouse Road
Amherst, Massachusetts 01002

March 1980

CE 026 421

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGMENTS

The South Carolina Job Placement Services Effectiveness Survey was conducted by National Evaluation Systems, Inc. (NES) with advice and review from the Project Advisory Committee and the Vocational Research and Coordinating Unit (VRCU) of the South Carolina Department of Education.

Members of the Advisory Committee were:

Pamela Kegley
Kaye McKinney
Jack Singletary
Jimmy Smith
Annie Winstead
Maria Smoak (Coordinator)

Special thanks goes to Gregory G. Morrison and Dr. Moody Oswald, South Carolina Department of Education.

NES staff involved in the project included: Dr. Richard G. Allan, Project Coordinator; Dr. Peter E. Schriber, Project Director; Ms. Claudia Sheehan, Project Manager; and Dr. Steven Gunn, Director of Data Processing. Technical consultation was provided by David Mahr, Al Berry, and Stephen R. Collins.

Clerical and secretarial support were essential to the project effort. Special thanks go to Mr. William Gage, Ms. Suki Armstrong-Adams, and Ms. Cait Whittle.

TABLE OF CONTENTS

PAGE

ACKNOWLEDGMENTS i

SECTION I

INTRODUCTION 1

  Project Overview 1

  Research Purposes of the Job Placement Services Effectiveness Survey. 1

  Purpose of the Report 2

PROJECT ACTIVITIES 3

  Introduction 3

  General Work Plan 3

  Development of Planning Document 4

  Development of Data Collection Instruments 4

    Development of objectives 4
    Question development 4
    Preparation of directions/instructions 5
    Identification variables 5
    Description of the surveys 7
    Cover letter 7
    Survey review procedures 7

  Identification of Respondent Populations and Sampling Design 8

  Field Test of Draft Surveys 9

  Distribution and Follow-up Procedures 10

  Data Reduction Procedures 12

  Data Analysis 13

  Interpretive Reports 14

TABLE OF CONTENTS (Continued)

PAGE

SECTION II

DESCRIPTIVE STATISTICS: JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY 15

School Characteristics 15

Personal Characteristics 16

Administrators 16
Counselors 17
Teachers 17
Students 17

Educational Background 17

Job Characteristics 19

Additional Student Characteristics 20

CHARACTERISTICS OF JOB PLACEMENT SERVICES 21

Sources of Job Placement Information 21

Students Served by Placement Services 25

Characteristics of Job Placement Services Statistics. 27

Goals of Job Placement Services 27

Functions of Job Placement Services 28

Specific Functions of Job Placement 29

Administrators 30
Vocational Placement Personnel and School Counselors . . 31
Teachers 34

TABLE OF CONTENTS (Continued)

PAGE

Student Attitudes Regarding Job Placement Services. 36

Field-related (Items 45 and 46). 36
Helpfulness of job placement services (Item 50). 37
Services offered by job placement service. 37

Student Responses to Questions about Sex-Role Stereotyping 41

Sex-Stereotyping (Items 47-49) 41

Administrator, Counselor, and Teacher Responses to Eliminating Sex-Role Stereotyping 42

RESPONSES TO OPEN-ENDED SURVEY QUESTIONS 44

Introduction. 44

Administrators' Responses 44

Question 1 44
Questions 2 and 3. 45

Vocational Placement Personnel and School Counselors. 45

Question 1 45
Questions 2 and 3. 46

Teachers. 46

Question 1 46
Questions 2 and 3. 46

Students. 47

Question 1 47
Question 2 47

Summary Across Response Groups. 48

CONCLUSIONS AND RECOMMENDATIONS. 49

APPENDICES

A: JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY STATISTICS

- School Administrators' Responses to Survey Questions
- Vocational Placement Personnel's and School Counselors' Responses to Survey Questions
- Vocational Teachers' Responses to Survey Questions
- Vocational Students' and Program Graduates' Responses to Survey Questions
- Job Placement Services Goals and Functions Mean Ratings and Number of Respondents in Parentheses of Administrators, Counselors, and Teachers

B: COPIES OF SURVEY OBJECTIVES

- Job Placement Services Effectiveness Survey

C: COPIES OF SURVEY INSTRUMENTS

- Job Placement Services Effectiveness Survey
  - School Administrators
  - Vocational Placement Personnel and School Counselors
  - Vocational Teachers
  - Vocational Students and Program Graduates

D: COPIES OF ADVANCE NOTICE LETTERS, COVER LETTERS, AND FOLLOW-UP LETTERS

E: COPIES OF CONSULTANT REVIEW MAILING

F: COPIES OF FIELD-TEST MAILING

LIST OF TABLES

TABLE		PAGE
1.1	Job Placement Services Effectiveness Survey Response Rate . .	12
2.1	Type of School	15
2.2	Size of School	16
2.3	Highest Level of Education	18
2.4	Vocational Experience	19
2.5	Sources of Employment Opportunity Information Used	22
2.6	Sources of Information Most Helpful to Students in Obtaining Their First Job.	23
2.7	Sources of Information Most Helpful to Students in Obtaining Their Co-op Work Program	24
2.8	Percentage of Graduating Students Placed by Job Placement Services as Reported by Administrators and Counselors and Placed by Teachers Personally	25
2.9	Students Receiving Individual Career Counseling	26
2.10	Services Considered Important for a Vocational School's Job Placement Service to Offer	38
2.11	Services provided to Students by School's Job Placement Service	40
2.12	Percentage and number of Administrators, Counselors and Teachers Identifying Functions Related to the Elimination of Sex-Role Stereotyping and Mean Ratings of the Extent to which Functions are Performed.	43

SECTION I

INTRODUCTION

Project Overview

The South Carolina Department of Education (SDE) contracted with National Evaluation Systems, Inc. (NES) to conduct a Job Placement Services Effectiveness Survey. This survey was part of the ongoing efforts of the SDE to keep continually abreast of the needs in vocational education and to develop the means to respond to these needs.

Research Purposes of the Job Placement Services Effectiveness Survey

The purpose of this survey was to:

1. determine the effectiveness of job placement services provided to secondary vocational students in the high schools and area vocational centers in South Carolina.*

2. identify the characteristics which seem to be traits of "successful" or "effective" placement service programs; and

---

* In compliance with federal models, the initial planning of this project included adult as well as secondary student populations in the study. However, other than LPNs, no adult group within the state receives placement services through the vocational education system. Therefore, the Project Advisory Committee decided during the project planning meeting held November 20, 1979, that the survey be limited to the services provided for vocational secondary student populations where more meaningful results could be obtained.

3. identify efforts made by schools to overcome sex biases where they exist in their programs.

The identification of existing services, personnel who perform these services, and the information vehicles used to disseminate the information about job availability to the placement personnel as well as to the vocational students were examined. The ultimate goal was to identify the traits of effective job placement programs so that less successful programs can be upgraded.

Purpose of the Report

This technical report includes two sections. This first section describes the procedures used in developing the survey instruments, collecting the data, and reporting results. The second section presents the survey findings, conclusions, and recommendations.

PROJECT ACTIVITIES

Introduction

On November 20, 1979 a meeting was held at the South Carolina Department of Education, Office of Vocational Education, to review the project activities, timeline, and work plan as presented in a draft planning document. The revised Planning Document included suggestions for modifications made during the meeting and described the procedures to be followed in the administration of this project.

General Work Plan

This section of the report describes the procedures used in conducting this survey project. The major task headings are presented below.

- Development of Planning Document
- Development of Data Collection Instruments
- Identification of Respondent Populations and Sampling Design
- Field Test of Draft Surveys
- Distribution and Follow-up Procedures
- Data Reduction Procedures
- Data Analysis
- Interpretive Reports
- Presentation of Results

Development of Planning Document

A Planning Document was developed to outline the project activities. The initial document was reviewed during a meeting on November 20, 1979 held at the South Carolina Department of Education, Office of Vocational Education. The changes recommended by the Advisory Committee members during the meeting were incorporated into the Final Planning Document. The Final Planning Document served as a written record of the initial plan and activities proposed for the project. It included sufficient detail to allow both NES and the Department to understand the proposed research design, clarify questions, and define responsibilities.

Development of Data Collection Instruments

Development of objectives. The first step in development of the instruments was the delineation of specific objectives related to the areas of interest. The list of objectives was prepared by NES staff and project consultants.

During the initial planning meeting held on November 20, 1979 at the South Carolina Department of Education, the objectives for the survey were reviewed by State Department staff and South Carolina-based consultants. NES revised the survey objectives according to the recommendations of the committee. The finalized objectives used in the development of the survey instruments are included in the appendices.

Question development. The finalized list of objectives served as the basis for question development. Survey items were developed to elicit factual information and attitudes/perceptions relevant to each objective. The draft questions for each of the instruments were prepared by NES staff and South Carolina-based vocational education consultants. NES editors also reviewed the items for readability, clarity, and bias. Their suggestions were incorporated into the drafts prior to final submission to the Department.

A variety of types of questions were developed for inclusion in the survey instruments. These included questions requiring dichotomous responses, multiple-choice responses, rating responses, and open-ended items.

In developing survey items, NES followed standard guidelines for questionnaire development. Unless more difficult terminology was a prerequisite of a specific objective, the reading level of the survey was suitable for the seventh-grade.

Preparation of directions/instructions. The format for the survey was determined during the initial planning meeting. Directions were written to provide factual information and information relevant to the purpose of the survey. Participants were encouraged to answer only the questions which applied to them. They were also encouraged to respond freely where they felt the survey items were incomplete or restrictive.

Identification variables. The first few questions on the survey were devoted to obtaining identification data for the purpose of aggregating and interpreting the survey results for each of the groups surveyed. Additional identification data (such as school code) were precoded in the survey.

Identification data for the Job Placement Services Effectiveness Survey included:

For Teachers

(1) Type of School
(2) School Size
(3) Vocational Experience
(4) Full-time/Part-time Teacher
(5) Age
(6) Sex
(7) Racial/Ethnic Background
(8) Education Level

For Administrators and District Personnel

(1) Type of School
(2) School Size
(3) Vocational Experience
(4) Age
(5) Sex
(6) Racial/Ethnic Background
(7) Education Level

For School Counselors

(1) Type of School
(2) School Size
(3) School Position
(4) Years of Experience in Vocational Placement
(5) Full-time/Part-time Counselor
(6) Age
(7) Sex
(8) Racial/Ethnic Background
(9) Education Level

For Students

(1) Type of School
(2) School Size
(3) Type of Student
(4) Years in Vocational Education Program
(5) High School Diploma
(6) Age
(7) Sex
(8) Racial/Ethnic Background
(9) Employment Status

Description of the surveys. For the Job Placement Services Effectiveness Survey, four separate survey instruments were developed to elicit responses from four response groups. The chart below shows the response group and the number of items on each survey.

Response Group	Number of Items
(1) Vocational Teachers	129
(2) Vocational Placement Personnel and School Counselors	130
(3) School Administrators and District Personnel	128
(4) Vocational Students and Program Graduates	85

The preliminary identification information varied between groups. The survey items pertaining to specific aspects of job placement services (i.e., goals and functions) were the same for each of the first three groups listed above. The students' survey requested similar information in an abbreviated format.

Cover letter. A cover letter was developed to accompany each survey form. The cover letter explained the purpose of the survey and encouraged cooperation in completing and returning the survey form. A copy of each survey cover letter is included in the appendices.

Survey review procedures. In addition to the NES in-house and consultant review, the draft surveys were reviewed by South Carolina vocational education consultants. The review procedures and consultant mailings are included in the appendices.

Each of the components of the survey package were submitted to the Department and the Department's Working Committee for review and critique. NES conducted a meeting with the Office of Vocational Education and the Committee on December 13, 1979 to review the survey instruments. Committee comments were incorporated into the revised instruments. The finalized survey instruments were reviewed by NES consultants against several criteria. The final survey instruments are included in the appendices.

Identification of Respondent Populations and Sampling Design

Five separate populations were contacted for the Job Placement Services Effectiveness Survey: (1) vocational placement personnel; (2) school counselors; (3) school administrators; (4) vocational teachers; and (5) vocational students (1979 graduates) who had been placed in jobs or who had left school during the previous year.

The Department provided NES with lists of the South Carolina populations to be surveyed. These lists provided the basis for conducting the survey and/or sampling procedures.

For the Job Placement Services Effectiveness Survey, the following populations and samples were included:

(1) All vocational placement personnel (17).

(2) All school counselors listed in the Directory of South Carolina Guidance Personnel, 1978-1979 (523).

(3) All school administrators (277).

(4) A sample of 1000 vocational teachers were selected from a population of 2944 teachers. Proportional sampling from within the seven program areas using random number tables ensured representation of all vocational program areas.

(5) A sample of 1000 vocational students was randomly selected from a population of South Carolina students and program graduates.

Field Test of Draft Surveys

NES conducted a field test of the survey instruments developed for this project in order to anticipate problems respondents may have encountered in completing the surveys as well as to identify considerations for data reduction. In order to avoid pretesting surveys with personnel selected to participate in the final survey, three schools with vocational programs outside of the sample were used. The selected sites were: (1) Birchwood School; (2) South Carolina School for the Deaf and Blind; (3) Wil Lou Gray Opportunity School. School administrators, teachers, and school counselors responded to the field test.

The field-test participants were asked to answer the survey questions and then make judgmental comments on the clarity, length, and ease of completion of the surveys. A copy of the field-test mailing is included in the appendices.

Distribution and Follow-up Procedures

The distribution of survey materials began with an advance-notice letter mailed on December 21, 1979 to all district personnel, administrators, and students. School administrators distributed the advance-notice letter to the selected teachers and counselors within their schools. This procedure alerted each target population to the upcoming survey; it also provided a preliminary check on the accuracy of the mailing lists. Administrators were asked to return the names of those participants who were no longer employed in their schools and to send the names of persons who were not included initially. (See appendices for advance-notice mailing.)

The survey packet was mailed to the survey participants on January 4, 1980, approximately two weeks after the advance-notice letter. This packet consisted of:

(1) the cover letter,
(2) the appropriate questionnaire, and
(3) a postage-paid return envelope.

The survey participants were instructed to complete the surveys as soon as possible and return them to NES within two weeks.

Although each survey participant's responses were kept anonymous and no names were required on the surveys, each instrument was coded with a unique identification number so that NES could monitor the survey returns. Approximately two weeks after the first deadline for the return of the surveys, a follow-up letter was sent explaining the purpose and value of the survey and strongly urging cooperation. The survey participants were given an additional two weeks to complete the survey.

The initial review of completed student surveys indicated a low return rate. In addition, many surveys were returned unanswered or marked undeliverable. An extensive telephone survey was then conducted to determine the reasons for the low response rate. The list below presents the findings of the telephone survey.

1. Many of the surveys were sent to the students' parents, where students were no longer residing.

2. Many of the addresses were outdated or inaccurate.

3. Many of the students were not enrolled in vocational education programs.

4. Some students did not feel the survey applied to them because: (1) they never had any contact with a job placement office; (2) they did not have placement services at their schools; (3) they got their own jobs in another location; (4) they got jobs in an unrelated field; (5) they continued to attend school in another institution.

Data Reduction Procedures

Data processing involved a careful and systematic inventory of the returned surveys. After the surveys were collected and inventoried, they were checked, coded, and transformed into computer-readable format. Completed forms were scanned for random marks, unclear erasures, or multiple responses. These procedures ensured that any information recorded by respondents was accurately processed and included in all of the analyses of the data. Surveys for which only the preliminary identification information was included were eliminated from further processing. The following table shows a breakdown of numbers of surveys mailed and the numbers and percentage returned.

TABLE 1.1

Job Placement Services Effectiveness Survey
Response Rate

Respondent Group	Number of Surveys Sent	Number of Surveys Returned	Percentage of Surveys Returned
Administrators	277	179	65%
Counselors	524	337	64%
Teachers	1,000	574	57%
Students	1,000	173	17%*

* An additional 9% response rate can be accounted for in the number of surveys that were returned blank, partially completed, or completed by non-vocational students.

In the Job Placement Services Effectiveness Survey, contrary to the directions, a number of respondents checked more than one column in Section C to indicate the person within the schools that has primary responsibility for specific tasks related to job placement services. In order to retain other data included on the survey, one position per skill was randomly selected for each multiple entry. These data may be deleted from the file for further analyses at the request of the Department. Students who indicated that they were not enrolled in vocational education programs were eliminated from the data analysis file.

The open-ended responses to questions were categorized and content analyzed. Similar comments were combined and categorized, and the number of respondents making comments in each category were tallied.

Data Analysis

With regard to the research purposes outlined in the work plan, the following types of data analysis were performed.

(1) Frequency distributions to determine the percent of respondents selecting a particular category in dichotomous, multiple-choice, and five-point rating scale questions.

(2) The response data were summarized by Governor's Planning District.

(3) Means and standard deviations were calculated for those questions having a five-point rating scale in order to determine the average response of groups and subgroups.

Interpretive Reports

Subsequent to the data analyses, NES staff developed a preliminary interpretation of the results, conclusions, and recommendations. These findings were then reviewed by NES and the South Carolina-based technical consultants concurrently with the South Carolina Department of Education Advisory Committee. Comments and suggestions resulting from these reviews served as the basis for the final form and content of this report.

SECTION II

DESCRIPTIVE STATISTICS: JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

School Characteristics

Administrators, counselors, and teachers were asked in what type of school they were currently working, and students were asked what type of school they had attended. Respondents from all four survey groups were most commonly associated with high schools or junior high schools; lower percentages of each group were associated with comprehensive high schools, area vocational centers, or special institutions. Table 2.1 indicates the percentages of respondents associated with each type of school.

TABLE 2.1

Type of School

School	Percentage of Respondents			
	Administrators	Counselors	Teachers	Students
High school/ junior high school	51.4	55.1	43.0	73.7
Comprehensive high school	26.6	34.0	20.0	3.5
Area vocational center	21.5	10.2	36.1	22.8
Special institution	0.6	0.7	0.9	--

Respondents from the four survey groups were asked whether their school had fewer than 500 students, 500 to 999 students, or 1000 or more students. Table 2.2 indicates the percentages of respondents who were associated with schools in each category.

TABLE 2.2
Size of School

Number of Students in School	Percentage of Respondents			
	Administrators	Counselors	Teachers	Students
Fewer than 500	34.3	18.4	26.2	14.1
501 - 999	36.0	36.7	41.8	44.1
1000 or more	29.8	44.9	32.0	41.8

Personal Characteristics

Administrators. Ninety-six percent of respondents to the administrator questionnaire were male; 4% were female. One percent of the administrators were under 30 years of age; 32% were 30 to 39; 37% were 40 to 49; and 29% were 50 years or older. Seventy-eight percent of administrators indicated that they were White (non-Hispanic); 20% indicated that they were Black (non-Hispanic); and 2% indicated their ethnicity to be American Indian or Alaskan native.

Counselors. Sixty-six percent of the counselors who responded to the questionnaire were female; 34% were male. Ten percent were under 30 years of age; 29% were 30 to 39; 28% were 40 to 49; and 33% were 50 or older. Seventy-four percent of the counselors were White (non-Hispanic); 25% were Black (non-Hispanic); and fewer than 1% of respondents were in any single category of Hispanic, Asian American or Pacific Islander, or American Indian or Alaskan native.

Teachers. Fifty-two percent of the teachers responding to the questionnaire were female; 48% were male. Fourteen percent were under 30 years of age; 27% were 30 to 39; 28% were 40 to 49; and 32% were 50 or older. Seventy-five percent were of White (non-Hispanic) ethnicity; 24% were Black (non-Hispanic); 1% were Asian American or Pacific Islander; and fewer than 1% were American Indian or Alaskan Native.

Students. Of students responding to the questionnaire, 59% were female and 41% were male. Ten percent of the students were 16 or 17 years of age; 78% were 18 or 19; 10% were 20 or 21; and 2% were 22 or older. Fifty-two percent of the responding students were Black (non-Hispanic); 43% were White (non-Hispanic); 3% were American Indian or Alaskan native; 1% were Hispanic; and 1% were of other ethnicities.

Educational Background

Administrators, counselors, and teachers were asked to indicate their highest educational level. Most administrators (94%) and counselors (91%) indicated their educational level to be a Master's degree or six years of college. The most common educational level for teachers was a Bachelor's degree or four years of college (38%), followed by a Master's degree or six years of college (31%). Thirty percent of the teachers reported having less than a Bachelor's degree level of education. Table 2.3 indicates the percentages of respondents who have attained each educational level.

TABLE 2.3

Highest Level of Education

Educational Level	Percentage of Respondents		
	Administrators	Counselors	Teachers
Less than high school	--	--	0.2
High school diploma or equivalent	--	0.7	18.0
TEC diploma	--	--	3.5
Associate's degree/two years of college	--	0.3	7.8
Three-year nursing degree	--	--	1.6
Bachelor's degree/four years of college	1.7	7.2	37.7
Master's degree/six years of college	94.4	91.1	31.0
Doctoral degree	4.0	0.7	0.2

Administrators and teachers were asked to indicate their years of experience in vocational education (at the end of the current school year). Counselors were asked to indicate their years of experience in vocational placement. Over 40% of the respondents in all three groups indicated that they had 10 or more years of experience. Table 2.4 presents the percentages of respondents having various years of vocational experience.

TABLE 2.4
Years of Experience

Years of Experience	Percentage of Respondents		
	Administrators	Counselors	Teachers
None	29.6	--	--
First year	1.8	3.8	2.5
1-4 years	8.3	24.1	20.0
5-9 years	16.6	26.6	29.0
10 years or more	43.8	45.6	48.5

Job Characteristics

Teachers were asked to indicate their current teaching workload, and counselors were asked to indicate their workload as a counselor or placement director. Sixty-one percent of the teachers indicated that their workload was six or more hours a day; another 38% indicated that their workload was four to five hours per day; and 1% indicated that their workload was one to three hours per day. The workload of counselors was indicated as full time by 88%, and as part-time by 12%.

Vocational counselors were also asked to indicate their current position. Eighty-seven percent indicated that their position was best described as a comprehensive high school counselor; 11% indicated that they were comprehensive high school vocational counselors; the remaining 2% indicated that they were vocational placement directors.

Additional Student Characteristics

Only the results of those students who had been enrolled in a vocational program were included for analysis. Therefore, 100% of students responding to the questionnaire reported that they had been enrolled in a vocational education program. When asked how many years of vocational education they had completed at the high school level, 19% responded one year or less; 49% responded two years; 18% responded three years; and 14% responded four years or more. When asked if they had received a high school diploma, 83% of students responded yes, and 17% responded no. When asked about their employment status, 47% indicated that they were not employed; 37% indicated that they were employed full time; and 16% indicated that they were employed part-time.

CHARACTERISTICS OF JOB PLACEMENT SERVICES

Sources of Job Placement Information

Administrators, counselors, and teachers were asked to indicate the sources of information they had used within the past two years to obtain employment opportunity information for their vocational students. Local industry was the most commonly reported source of information by all three survey groups (reported by 84% of administrators, 77% of counselors, and 64% of teachers). Other school staff and local employment agencies were also frequently reported as sources of information. Table 2.5 indicates the percentages of administrators, counselors, and teachers who used each source of information.

Students were asked to indicate the sources of information most helpful to them in obtaining their first job after leaving school. Thirty-five percent of the respondents indicated that they had located and applied for the jobs themselves. The only other category indicated as most helpful was "a friend or relative" (31%). Percentages of students indicating each category are presented in Table 2.6.

Students were also asked if they had ever been in a co-op work program while in school. Twenty-two percent of the students responded that they had been in a co-op work program. They were asked to indicate the sources of information which were most helpful in obtaining their co-op work program. No source of information was considered most helpful by more than 10% of responding students (see Table 2.7).

TABLE 2.5

Sources of Employment Opportunity Information Used

Sources of Information	Percentage of Respondents		
	Administrators	Counselors	Teachers
Local industry	83.8	76.6	63.9
Other school staff	71.5	72.8	57.0
Local employment agencies	68.2	71.8	37.5
Guidance or placement offices in other schools	57.0	38.5	26.8
Current students	49.7	56.4	44.1
Local advisory council	46.4	16.7	32.6
Program graduate	38.0	24.0	24.9
State Department of Labor	29.1	32.1	7.3
Craft advisory committees	25.7	6.4	12.7
State Department of Education	24.0	29.8	11.5
Other government agency	22.9	29.8	8.9
Industry training session	8.9	11.9	6.1
National Alliance of Businessmen	1.1	1.3	1.0
Other	5.0	11.2	8.5

TABLE 2.6

Sources of Information Most Helpful to Students in Obtaining Their First Job

Source of Information	Percentage of Respondents
I located and applied for the job by myself.	34.7
A friend or relative	31.2
Your school guidance or placement service	8.7
Local employment agency	6.9
Other school staff	5.2
Industry training session	5.2
Local industry	4.6
Current student	3.5
Guidance or placement offices in other schools	3.5
Other government agency	2.3
Program graduate	1.7
Local advisory council	1.2
State Department of Education	0.6
State Department of Labor	0.6
National Alliance of Businessmen	---
Craft advisory committees	---
Other	6.9

TABLE 2.7

Sources of Information Most Helpful to Students in Obtaining Their Co-op Work Program

Source of Information	Percentage of Respondents
Your school guidance or placement service	8.1
A friend or relative	6.9
I located and applied for the job by myself.	5.8
Other school staff	5.8
Guidance or placement offices in other schools	3.5
Current student	2.9
Program graduate	1.7
Local employment agency	1.2
Local advisory council	1.2
National Alliance of Businessmen	0.6
Industry training session	0.6
State Department of Education	0.6
Other government agency	0.6
Local industry	---
Craft advisory committees	---
State Department of Labor	---
Other	1.7

Students Served by Placement Services

Administrators and counselors were asked to indicate the percentage of students graduating from their school last year who were placed by their job placement services. The percentage most commonly reported by both groups was 0 to 5% (reported by 32% of the administrators and 49% of counselors) (see Table 2.8). Sampled teachers were asked to indicate the percentage of students graduating from their school last year that they had personally placed. Over half (55%) of the responding teachers indicated that they had placed 0 to 5% of the graduating students (see Table 2.8).

TABLE 2.8

Percentage of Graduating Students Placed
by Job Placement Services as Reported by Administrators
and Counselors and Placed by Teachers Personally

Percentage of Students Placed	Percentage of Respondents		
	Placed by Job Placement Services		Placed Personally
	Administrators	Counselors	Teachers
0 to 5 percent	32.0	48.7	54.7
6 to 10 percent	14.7	15.5	11.5
11 to 20 percent	14.0	10.1	6.5
21 to 30 percent	10.0	4.6	3.8
31 to 40 percent	3.3	4.2	4.6
41 to 50 percent	6.7	2.9	8.7
51 percent or more	19.3	13.9	10.1

Administrators, counselors, and teachers were also asked to indicate the percentage of their students who receive career counseling on an individual basis from their job placement service prior to graduation. Fifty-three percent of teachers indicated that 0 to 20% of the students received individual counseling, while 31% of the counselors and 27% of the administrators indicated this response. Twenty-five percent of the administrators, 20% of counselors, and 19% of teachers indicated that 81 to 100% of students received individual counseling (see Table 2.9).

TABLE 2.9

Students Receiving Individual Career Counseling

Percentage of Students Counseled	Percentage of Respondents		
	Administrators	Counselors	Teachers
0 to 20 percent	26.6	31.1	52.7
21 to 40 percent	15.8	20.2	10.5
41 to 60 percent	14.6	18.4	9.2
61 to 80 percent	18.4	10.5	8.2
81 to 100 percent	24.7	19.9	19.3

When asked how many times they had received individual career counseling prior to graduation, 30% of the students indicated that they had received no individual counseling; 35% indicated that they had received counseling one to two times; and another 35% indicated that they had received counseling three or more times (21% received counseling three to four times; 9% received counseling five to 10 times; 3% received counseling 11 to 15 times; 2% received counseling 16 or more times). Those students who met with a counselor one or more times were asked to indicate how helpful they found the meeting(s). Thirty-four percent of the students found the meetings "very helpful"; 27% found them "moderately helpful"; 25% found them "minimally helpful"; and 14% found them "not at all helpful."

Characteristics of Job Placement Services Statistics

In addition to the preliminary demographic and descriptive questions, there were three components of the administrators', counselors', and teachers' surveys which were designed to identify the characteristics and effectiveness of South Carolina job placement services. Administrators, vocational placement personnel and school counselors, and teachers were asked to identify and rate goals of placement services, broad functions of placement services, and specific functions. Percentages and numbers responding to each survey question and placement function rating are reported for each response group and are presented in the appendices. In addition, the mean ratings for each response group are provided.

Students were asked a number of questions to identify the extent to which their schools provided them with job placement services as well as to identify the characteristics of placement services they felt were important. A copy of the student survey with the percentages of students responding to each question is provided in the appendices.

Goals of Job Placement Services

The first component consisted of ten state goals of South Carolina job placement services. Administrators, vocational placement personnel and school counselors, and vocational teachers were asked to indicate whether or not the ten state goals were goals of their schools' job placement services. For each goal identified as a goal of the placement services, respondents were asked to rate the extent to which they feel the goal is being met. A five-point rating scale was used to determine whether each goal was:

1 = Not Met at All
2 = Met to a Small Extent
3 = Met to a Moderate Extent
4 = Met to a Great Extent
5 = Met to a Very Great Extent

Between 55% and 68% of the administrators and teachers identified each of the ten state goals as goals of their job placement services.

In general, fewer counselors (between 37% and 63%) identified each of the state goals as goals of their job placement services. Thirty-seven percent of the counselors, compared with 59% of the administrators and 55% of the teachers, identified the maintenance of comprehensive student files for placement purposes as a goal of their placement services.

Generally all respondent groups who identified the state goals as goals of their placement services perceived the goals as being met to a moderate extent. The mean ratings ranged between 2.8 and 3.7 for administrators, 2.8 and 3.8 for counselors, and 3.0 and 3.5 for teachers.

Functions of Job Placement Services

Similarly, the three respondent groups were asked to indicate whether each of 13 broad functions of job placement services were functions of the services in their schools. They were then asked to rate the extent to which these functions were performed. Again a five-point rating scale was used to determine whether each function was:

1 = Not Performed at All
2 = Performed to a Small Extent
3 = Performed to a Moderate Extent
4 = Performed to a Great Extent
5 = Performed to a Very Great Extent

In some cases slightly fewer counselors, compared to the administrators and teachers, reported the 13 broad functions as functions of their placement services. Between 54% and 69% of the administrators identified each of the functions as functions of their placement services.

Between 55% and 69% of the administrators, between 44% and 62% of the counselors, and between 51% and 65% of the teachers reported each of the functions as functions of their job placement services.

Mean ratings across the three respondent groups were very similar for each of the functions performed. In general, the respondents perceived the functions as being performed to a moderate extent. Mean ratings ranged between 2.5 and 3.7.

Specific Functions of Job Placement

After identifying goals and broad functions of job placement services, the three respondent groups were asked to identify specific functions of job placement services. For functions identified as functions of their job placement services, respondents were asked to rate the extent to which the placement functions are performed in their schools. Again, respondents were asked to use a five-point scale to determine whether each specific function was:

1 = Not Performed at All
2 = Performed to a Small Extent
3 = Performed to a Moderate Extent
4 = Performed to a Great Extent
5 = Performed to a Very Great Extent

In addition, respondents were asked to identify from among four positions (i.e., vocational placement officer, school counselor, administrator, teacher, or student) by whom the function is most often performed.

Administrators. Between 26% and 74% of the 179 administrators responding to this survey identified each of the specific functions as functions of their job placement services. Following is a list of functions indicated as a function of their job placement services by less than 39% of the administrators.

Evaluate job placement services:

(1) with employers to determine employer opinions of placement services (26%),

(2) with the parents and community to determine their opinions of placement services (27%),

(3) with students by maintaining students' employment and salary histories for five years (31%), and

(4) with students to determine their opinions of placement services (39%).

Work with employers on an individual basis to develop job descriptions (35%).

Involve parents in career awareness workshops (31%).

Work with parents to determine their attitudes about employment alternatives (37%).

A majority of the administrators (between 70% and 74%) reported that their job placement programs include activities which involve working with students on an individual basis to:

(1) identify

interests and values (74%),
career decisions (73%),
desired jobs (71%),
aptitudes and skills (71%); and

(2) to help students

make career or specific job choices (70%), and
select course work compatible with career goals (73%).

Of the functions identified, the mean ratings by the administrators of the extent to which the functions are performed ranged between 2.7 and 3.8 indicating that where the functions are being performed, they are being performed to a moderate extent.

Of the functions listed, the greatest percentage (between 41% and 61%) of the administrators identified their role as performing the functions below most often.

Work with teachers on a group basis to share knowledge about:

(1) developing or updating curriculum in order to meet job requirements (61%),

(2) content of courses they teach (55%),

(3) changes in equipment, procedures, materials, and theory which may affect course contents (43%), and

(4) ways to eliminate sex-role stereotyping (41%).

Involve parents in school functions (52%).

Educate parents and community about:

(1) programs offered by the school (50%), and

(2) the kinds of courses being taught in the school (50%).

Vocational Placement Personnel and School Counselors. Of the 77 specific functions, between 12% and 29% of the counselors identified 19 as functions of their placement services. Between 30% and 49% of them identified an additional 30 functions as functions of their school's placement services. In other words, according to the counselors, 49 (64%) of the survey functions are functions of less than half of the schools' job placement services. Fewer counselors generally reported the functions as placement services offered in their schools than did the administrators. The functions identified by fewest counselors closely paralleled those identified by fewest administrators and teachers. Lower percentages of counselors (between 12% and 25%) reported the following functions as part of their placement services.

Evaluate job placement services with:

(1) employers to determine their opinions of placement services (18%),

(2) students by maintaining students' employment and salary histories for five years (12%),

(3) parents and community to determine their opinions of placement services (12%), and

(4) students by obtaining students' opinions about placement services (23%).

Involve parents in career awareness workshops (18%).

Work with parents and community to obtain information about attitudes about sex-role stereotyping and employment alternatives (21%).

Maintain a comprehensive file on all students for five years (21%).

Work with teachers on a group basis to share knowledge about emerging occupations (23%).

Work with employers on an individual basis to develop job descriptions (25%).

Mean ratings by counselors who identified specific functions as functions of their schools' placement services ranged between 2.8 and 3.8, indicating these functions as being performed to a moderate extent.

Depending upon the type of school and availability of personnel, the duties of the personnel in the positions of vocational placement officer and school counselor may overlap. In other cases, one or the other position may not exist. In order to review the responses of counselors and placement personnel to determine who most often performs each function, it is helpful to combine the responses in the "vocational placement officer" and "school counselor" columns. In general, school counselors and vocational placement personnel, who identified functions from the predetermined list of functions as functions of their schools' job placement services, reported themselves as performing the functions most often.

Between 60% and 90% of the combined vocational placement officer and school counselor positions who reported functions performed identified themselves as performing 60 of the 76 specific functions most often.

Of the remaining 16 functions, between 42% and 67% of the vocational placement/school counselors identified teachers as performing 11 functions (items 47, 69-71, 73-75, 81, 83, 85, and 123) most often. These functions primarily related to assisting students on a group or individual basis to develop job seeking, job application, and job retention skills. In addition, 52% of the counselors identifying specific functions identified teachers as involving parents in club activities most often, and 45% identified teachers as working with employers on a group basis to determine changes in equipment, procedures, materials, and theory which may affect course content most often.

Between 41% and 45% of the counselors who rated functions identified administrators as performing, most often, functions relating to working with teachers to develop and update course contents and curricula. In addition, they perceived administrators as involving parents in school functions most often (49%).

Teachers. Teachers identifying specific functions as functions of their placement services closely paralleled the responses of administrators concerning activities relating to working with employers on a group and individual basis, and working with students on a group and individual basis. For these items (50-88) the percentage of teachers and administrators responding to each function stayed within 11 percentage points of each other with the majority of the functions identified as being performed in one-half to two-thirds of the schools.

Between 27% and 47% of the teachers responding to each function identified functions relating to working with teachers on a group and individual basis as being performed in their schools. Their responses to items 89-101 on the teacher survey varied at least 10 percentage points and as much as 20 percentage points from administrators' responses.

The proportions of teachers identifying functions of job placement services were similar to those of the administrators and counselors. Following is a list of all functions identified by less than 30% of the teachers responding.

Evaluate job placement services with:

(1) employers to determine employer opinions of placement services (27%),

(2) students by maintaining students' employment and salary histories for five years (28%),

(3) community to determine opinions of placement services (21%),

Involve parents in career awareness workshops (22%).

Work with parents and community to obtain information about attitudes:

(1) toward sex-role stereotyping (27%), and

(2) about employment alternatives (27%).

Educate parents and community about sex-role stereotyping (29%).

Maintain and update a vocational placement library (28%).

The mean ratings by teachers of the extent to which identified functions are performed in their schools were slightly higher than those of the administrators and counselors. Mean ratings ranged between 3.2 and 4.1, indicating that teachers generally perceived the functions which are being performed as being performed from a moderate to a great extent.

Between 60% and 88% of the teachers identified themselves as responsible for performing 22 of the 76 specific functions. These 22 functions focus upon working with students on a group or individual basis to teach and assess students' job security, job application, and job retention skills, as well as to obtain information about students' job preferences, aptitudes, skills, interests, values, and job satisfaction. Teachers rating specific functions perceived themselves to some degree as performing functions related to updating course contents (62%) and curricula (67%) as well as "working with employers on a group basis to obtain information about changes in equipment, procedures, materials, and theory which may affect course content" (75%).

In addition to themselves, teachers rating the functions identified vocational placement officers and school counselors as sharing responsibilities of performing the majority of the functions. Between 41% and 59% of the teachers identified school counselors as performing 41 of the 76 functions most often.

There were three functions which 40% to 52% of the teachers identified as performed by administrators most often. Of the teachers rating the functions, 42% identified administrators as most often educating parents and community about programs offered by the school, as compared to 38% identifying counselors. Forty-percent of the teachers identified administrators as educating parents and community about kinds of courses being taught in the schools, compared with 42% identifying counselors. Fifty-two percent of the teachers identified administrators as involving parents in school functions, compared with 26% identifying counselors.

Student Attitudes Regarding Job Placement Services

Students were asked several questions regarding the helpfulness, effectiveness, and importance of their school's job placement services. These questions concerned whether the services were field-related, whether the services were found to be helpful, and whether the services were considered to be important.

Field-related (Items 45 and 46). Students were asked if they felt the job placement opportunities provided by their placement services were related to their field. Thirty-six percent responded "not at all," 24% responded "to a small extent," 18% responded "to a moderate extent," 13% responded "to a great extent," and 8% responded "to a very great extent." By converting the multiple-choice responses to a five-point scale where 1 = not at all, to 5 = to a very great extent, a mean of 2.3 was calculated. This indicates students perceived their placement services' efforts as being provided "to a small extent."

Students were also asked if they felt that their job placement program helped them to get jobs in a field for which they were trained. Forty-seven percent of the students responded "not at all," 25% responded "to a small extent," 16% "to a moderate extent," 8% "to a great extent," and 3% "to a very great extent." The mean rating was 2.0, indicating students' perceptions of the efforts being made to be helpful "to a small extent."

Helpfulness of job placement services (Item 50). Students were asked if they would encourage a friend to go through their school's job placement services to get a job. Thirty-three percent responded that they would "strongly encourage" a friend; 50% would "somewhat encourage" a friend; 9% would "somewhat discourage" a friend; and 8% would "strongly discourage" a friend.

Services offered by job placement service. Students were asked to indicate which services they felt were important for a vocational school's job placement service to offer. Seventy-five percent or more of the students considered the four services below as important for a school's job placement service. Table 2.10 indicates the percentages of students who considered each service important.

- Telling students about the different kinds of jobs available that fit their interests and skills (79%);
- Finding out about students' interests and skills (78%);
- Teaching students about the skills needed for specific kinds of jobs (78%); and
- Teaching students about the courses needed for different kinds of careers (75%).

TABLE 2.10

Services Students Considered Important for a Vocational School's Job Placement Service to Offer

Services	Percentage of Respondents
Telling students about the different kinds of jobs available that fit their interests and skills	78.6
Finding out about students interests and skills	77.5
Teaching students about the skills needed for specific kinds of jobs	77.5
Teaching students about the courses needed for different kinds of careers	74.6
Teaching students about laws relating to working (e.g., minimum wage, contracts, safety laws, discrimination, etc.)	68.2
Teaching students about completing job applications	67.1
Teaching students about looking for jobs	61.3
Keeping careful records for students that will help them get jobs after leaving school (e.g., records of courses taken, student's skills, letters of recommendation, work experience, address, etc.)	60.1
Teaching students about different kinds of jobs available in the local area	59.5
Teaching students about keeping a job (i.e., how to behave in a job)	58.4
Helping students arrange for interviews with employers	53.8
Teaching students about writing resumes	49.7
Teaching students abut different kinds of jobs available in the state	47.4
Keeping follow-up files on students up-to-date for at least five years	37.0
Helping students set up job cooperative programs	28.3

Students were also asked to indicate which services had been provided to them by their school's job placement service. Responses indicated that the services most often provided were "teaching students about completing job applications" (provided to 47% of respondents) and "teaching students about the skills needed for specific kinds of jobs" (provided to 44% of students). Table 2.11 presents the percentages of students who indicated that they had received each service.

TABLE 2.11

Services Students Reported as Provided to Them by School's Job Placement Service

Services	Percentage of Respondents
Teaching me about completing job applications	46.8
Teaching me about the skills needed for specific kinds of jobs	44.5
Finding out about my interests and skills	38.2
Telling me about the different kinds of jobs available that fit my interests and skills	35.8
Teaching me about looking for jobs	33.5
Teaching me about the courses needed for different kinds of careers	31.2
Teaching me about keeping a job (i.e., how to behave in a job)	30.1
Teaching me about writing resumes	29.5
Teaching me about different kinds of jobs available in the local area	28.9
Teaching me about laws relating to working (e.g., minimum wage, contracts, safety laws, discrimination, etc.)	28.3
Helping me arrange for interviews with employers	20.8
Teaching me about different kinds of jobs available in the state	17.3
Keeping careful records that helped me to get jobs after leaving school (e.g., records of courses taken, letters of recommendation, work experience, address, etc.)	16.2
Keeping my file up-to-date	13.9
Helping me set up job cooperative programs	9.2
Other	4.0

Student Responses to Questions About Sex-Role Stereotyping

Sex-stereotyping (Items 47-49). On the student survey, three questions were asked to elicit students' perceptions of the sex-equity functions of their school placement services. In questions 47 and 48 students were asked to use a five-point scale (presented in a multiple-choice format) where:

(1) A = Not at All
(2) B = To a Small Extent
(3) C = To a Moderate Extent
(4) D = To a Great Extent
(5) E = To a Very Great Extent

Students were asked if they felt that the school placement service made as much of an effort to get women jobs as it did to get men jobs. Eleven percent responded "not at all," 15% responded "to a small extent," 15% responded "to a moderate extent," 16% responded "to a great extent," 12% responded "to a very great extent," and 32% responded "I don't know." Excluding the 32% of the students who responded "I don't know" to this question, the mean rating was 2.6, indicating that the function is performed from a small to a moderate extent.

Students were also asked if the job placement service had considered jobs for them which were usually held by members of the opposite sex. Fifty-two percent responded "not at all," 22% responded "to a small extent," 17% responded "to a moderate extent," 8% responded "to a great extent," and 2% responded "to a very great extent." The mean rating of students responding to this question was 1.9, indicating that this function is performed to a small extent. When asked if their job placement service had ever discouraged them from exploring or applying for a job because the job was usually held by members of the opposite sex, 96% answered "no" and 4% answered "yes."

Administrator, Counselor, and Teacher Responses to Eliminating Sex-Role Stereotyping

There were three items (see Table 2.12) which surveyed the administrators', counselors', and teachers' opinions about efforts to eliminate sex-role stereotyping. Fifty-six percent of the administrators felt that efforts to work with teachers to share knowledge about ways to eliminate sex-role stereotyping is a function of their schools. Thirty-four percent of the counselors and 37% of the teachers identified this as a function of their schools.

The two functions: "working with the community and parents to obtain information about attitudes toward sex-role stereotyping," and "educating parents and community about sex-role stereotyping" were identified as functions by fewer administrators (44% and 47%), counselors (21% and 29%), and teachers (27% and 29%) than the function mentioned above.

Counselors were identified as performing, most often, functions related to the elimination of sex-role stereotyping. Averaging the responses across the three items and across the reporting groups, 27% of the three respondent groups reported administrators as performing these functions most often; 53% identified counselors; and 20% identified teachers.

Table 2.12

Percentage and Number of Administrators, Counselors, and Teachers Identifying Functions Related to the Elimination of Sex-Role Stereotyping and Mean Ratings of the Extent to Which the Functions are Performed

Functions	Administrators %	(n)	$\bar{x}$	Counselors %	(n)	$\bar{x}$	Teachers %	(n)	$\bar{x}$
Work with teachers on a group basis to share knowledge about ways to eliminate sex-role stereotyping.	56	(100)	3.4	34	(105)	3.3	37	(211)	3.4
Work with parents and community to obtain information about attitudes about sex-role stereotyping.	44	(79)	3.0	21	(64)	2.9	27	(158)	3.4
Educate parents and community about sex-role stereotyping.	47	(85)	3.2	29	(92)	3.1	29	(267)	3.4

RESPONSES TO OPEN-ENDED SURVEY QUESTIONS

Introduction

There were three questions with open-ended responses that appeared on the Job Placement Services Effectiveness Survey.

Question 1: What do you feel are the primary strengths of the job placement program in your school?

Question 2: What do you feel are the primary weaknesses of the job placement program in your school?

Question 3: What do you need to correct those weaknesses and for what purpose?

Responses from these questions have been summarized and analyzed for each response group (i.e., administrators, counselors, vocational teachers, and students) as to their content and significance. The results for each question are presented by response group, followed by a summary and analysis across response groups.

Administrators' Responses

Question 1. A total of 99 administrators responded to the open-ended questions. According to 20% of the school administrators responding to this question, the primary strength of the job placement programs in South Carolina lies in the good relationships the programs have established with the business community. A few administrators felt that additional strengths of the job placement programs include: the effectiveness of the programs in placing students in jobs (9%); the effectiveness of the programs in providing information to students (8%); and the extensive attention given to individual students by the placement programs (7%).

Questions 2 and 3. The primary weakness noted by 29% of the administrators was the insufficient number of personnel available in the placement programs. Twenty-three percent of these respondents indicated that placement staff (program coordinators and counselors) should be increased in order to provide adequate placement services. In addition, 5% of the administrators indicated that some clerical assistance is also needed. Other weaknesses mentioned included the difficulty of placing students in small communities with a limited number of businesses (36%), and the lack of an adequate follow-up system to maintain information files on graduates who had been placed in jobs (2%).

Vocational Placement Personnel and School Counselors

A total of 202 counselors and placement personnel responded to the open-ended questions.

Question 1. The primary strength of the job placement program, according to 11% of the vocational placement personnel and school counselors, is the good working relationship the programs have developed with the outside job market and the local business community. Similarly, 11% of the placement personnel and school counselors noted the large amount of individual interest and counseling students are given as a strength of job placement. Other strengths mentioned included the large number of students placed in jobs (7%) and the extensive preparation for job-seeking and job placement information provided to the students who use the program (8%).

Questions 2 and 3. Twenty percent of the counselors reported having no placement program. The primary weakness seen by 12% of the placement personnel and school counselors is the insufficient number of placement personnel. Twenty-three percent of the counselors and placement personnel indicated one or more of the following purposes for additional personnel: assist in carrying out the duties of the program; act as liaisons between business and school; and help with the clerical duties of the program. Other weaknesses include: the lack of organization of the program (9%); the lack of communication between the school staff, students, and parents (7%); and poor contact with the business community (5%).

Teachers

A total of 232 teachers responded to the open-ended questions.

Question 1. According to the vocational teachers that responded to this question, 12% felt the primary strength of the job placement program is the good relationship the program has with the business community. Vocational teachers noted other strengths which included: the extensive preparation and information provided to students (6%); the high percentage of students placed in jobs (5%); and the extensive attention given to individual students by the placement program (4%).

Questions 2 and 3. Twenty-four percent of the teachers reported having no placement program. There were two major weaknesses of the job placement programs each reported by 11% of the teachers: the lack of communication with the business community; and the lack of personnel to adequately perform the duties and functions of the job placement program. These two primary weaknesses could be solved, according to nearly half of teachers identifying the weaknesses, by adding personnel to the program. Personnel are needed to serve as: coordinators/directors; counselors; and clerical assistants. Another weakness mentioned was the lack of funds (6%). The teachers indicated that more funds could provide up-to-date materials as well as the resources necessary to promote the program to both the students and the business community.

Students

A total of 101 students responded to the open-ended questions.

Question 1. According to 20% of the 101 vocational students responding to the open-ended questions, the primary strengths of the job placement program include the amount of effort and assistance that placement personnel put into locating jobs within the community for students. In addition, 20% identified the extensive preparation the students receive before entering the job market (e.g., instruction in job interviewing and how to keep a job) as a strength. Additional strengths noted by the students included: the ability to place students (7%); the large amount of information given to the school population in relation to potential job opportunities, career decisions, and job-related activities (9%); and the great concern by the placement program for the individual and his/her needs (6%).

Question 2. Weaknesses of the job placement programs, according to the vocational students, included a lack of individual counseling (13%), and that the placement programs do not find jobs for enough students (9%).

Summary Across Response Groups

The most frequently reported strength by administrators was the good relations and communications (not including students) with the business community (administrators--20%; counselors--11%; and teachers--12%).

Strengths of the placement program that were noted across all respondent groups included: the extensive preparation and information given to students; the high success rate of placing students; and the emphasis on providing counseling for individual students.

With the exception of students, the most frequently noted weakness reported by all response groups indicated the need for additional placement personnel (administrators--29%; counselors--12%; teachers--11%). Purposes for this additional help included: conducting follow-ups on placed graduates; communicating with community resources; and individualizing help for the students.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION: The effectiveness of the job placement services provided to secondary vocational students was the focus of several components of the survey.

1. The perceptions of the respondent groups indicate that there is a need for improved job placement services.

2. Vocational education programs offer limited or no job placement services to adult vocational education students.

Student Perceptions

3. One-third of the students reported having received no individual career counseling prior to graduation.

4. Students reported that their schools' job placement services efforts toward providing job opportunities and field-related job opportunities were performed to a small extent. (See discussion on page 36.)

5. One-third of the students indicated that their primary sources for obtaining information which leads to jobs were through their own efforts (34.7%) or through "a friend or relative" (31.2%). (See discussion on page 21.)

6. Approximately three-quarters of the students indicated that the placement services were important (see Table 2.10), although less than one-half of the students reported that their placement services had provided them with any of the listed services (see Table 2.11).

Eighty-three percent of the students reported that they would "somewhat encourage" to "strongly encourage" a friend to go through their school's job placement services. Although this may contradict students' reports of the effectiveness of their placement services in helping them to locate jobs, it appears to be an affirmation of the students' needs for placement services and hopes that the services will improve.

Administrator, Counselor, and Teacher Perceptions

7. Between one-third and two-thirds of the administrators, counselors, and teachers indicated that the state goals for placement services and broad functions are goals and functions of their schools and that these goals and functions are generally performed to a moderate extent.

8. Between one-third and one-half of the three respondent groups reported that between 0 and 5% of the graduating students in their schools were placed in jobs by the placement services or personally (by teachers).

9. Administrators (27%), counselors (31%), and teachers (53%) reported that 0 to 20% of the students in their schools receive individual career counseling prior to graduation.

RECOMMENDATIONS:

- Efforts at the state level to provide goals and structure of the broad functions for job placement services at the local level should continue.

- Work with an advisory committee to further define and identify goals, the purposes of each goal, and functions of job placement services. This will assist school districts and schools to define the goals and functions of their placement services.

- Dissemination of the results from this survey to administrators, counselors, and teachers will help to ensure their understanding of the importance of defining functions and role responsibilities as well as helping to ensure their cooperation to improve the effectiveness of job placement services.

- Development of model programs with functions and roles clearly delineated and alternative models for schools without an appointed vocational placement officer will assist those schools currently providing services without clearly defined responsibilities.

- In addition to an advisory committee, a system for obtaining feedback from district level and school personnel should be established to:

  -- ensure goals and functions are looked upon as being helpful and practical and not just added paper work;

  -- encourage further acceptance and implementation of goals;

-- encourage growth in the types and quality of the functions and services provided.

- A careful review of the results from this survey should be conducted to pinpoint important specific functions which fewest administrators, counselors, and teachers identified as functions of their schools' placement services (See pages 30, 32, 34). Particular attention should be given to those functions which are necessary for the attainment of state goals.

  For example:

  State Goal

  A comprehensive file that projects present and future employment needs will be maintained on business and industry.

  Specific Functions

  Develop job descriptions with specific geographic areas and business and industries that have or will have such jobs.

- For each specific function identified as necessary for the attainment of state goals, the roles and responsibilities of administrators, counselors, and teachers (as they perceive themselves in this survey) should be reviewed to ensure:

  (1) greater interaction among the groups,
  (2) elimination of duplication of tasks,
  (3) completion of all functions, and
  (4) efficient transmittal of information suited to the needs of each group.

- Determine whether or not there is a need for job placement services to be provided to adult vocational education students.

CONCLUSION: 10. Fifty-two percent of the students reported that their school job placement services had not considered jobs for them which are usually held by members of the opposite sex.

11. Between one-quarter and one-half of the administrators, counselors, and teachers who identified functions of their placement services as dealing with the elimination of sex-role stereotyping indicated that affirmative actions for the elimination of sex-role stereotyping are being conducted from a small to a moderate extent.

Item 46 asked students the extent to which they felt their school placement services made as much of an effort to get women jobs as it did to get men jobs. A mean rating of 2.6 indicates that students perceived such efforts of their placement services as being performed from a small to a moderate extent. (See discussion on page 41.)

Students were also asked if their job placement services had considered them for jobs usually held by members of the opposite sex. The mean rating of 1.9 indicated that students had been considered for nontraditional jobs only to a small extent.

12. The majority of students (94%) indicated (in Item 49) that they had not been discouraged from exploring or applying for a job usually held by members of the opposite sex.

13. The students reported little or no overt efforts to discourage pursuit of nontraditional careers but report very little effort to encourage pursuit of nontraditional careers.

In general, one-quarter to one-half of the administrators, counselors, and teachers responding to the items dealing with the elimination of sex-role stereotyping identified those functions as functions of their schools. Where the functions were being performed, the mean ratings of administrators, counselors, and teachers ranged between 2.9 and 3.4, indicating that the services are being provided to a moderate extent. (See discussion on page 42 and Table 2.12 on page 43.)

RECOMMENDATIONS:

- Train teams of change agents at the district or school level to develop an affirmative sex-equity program.

  The Educational Amendments of 1976 (P.L. 94-482) were implemented with a total of sixteen provisions for sex-equity. An expressed purpose of P.L. 94-482 is to "develop and carry out such programs of vocational education within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes..." A number of specific positive actions are mandated by the Act to reduce sex stereotyping and discrimination. These include:

(1) creating an awareness of vocational education programs and activities designed to reduce sex stereotyping;

(2) collecting, analyzing and disseminating data on the status of male and female students and employees in state vocational education programs;

(3) developing and supporting actions to correct problems uncovered through the data collection;

(4) reviewing grant distribution to ensure that the needs and interests of women are being considered and addressed;

(5) reviewing all vocational education programs in the state for sex bias;

(6) monitoring the implementation of laws prohibiting sex discrimination in all employment procedures;

(7) reviewing and submitting recommendations for eliminating bias and stereotyping in vocational education programs;

(8) assisting LEA's and other groups in improving vocational opportunities for women; and

(9) making available to appropriate agencies and the general public information developed from the implementation of the above activities.

- Implement strategies for encouraging students to pursue nontraditional vocational careers with:

  -- slide-tape presentations to show the career opportunities available to members of the opposite sex (e.g., fashion merchandising, culinary arts for men, and drafting, printing, for women, etc.).

  -- presentations by role models to provide students with a successful example for the pursuit of nontraditional careers and to show interested students that the schools support sex-equity in career development.

  -- the formation of community support groups to show students that the community and employers provide support for students in nontraditional careers.

  -- providing prevocational programs to give students without a general knowledge background an opportunity to "catch up," and to provide students with an opportunity to explore unfamiliar careers in a real setting.

  - -- providing career awareness activities stressing nontraditional courses and careers to provide students with a spectrum of nontraditional careers as well as to gain the acceptance and awareness of these opportunities for the community.

- Provide in-service programs for vocational educators to:

  - -- provide educators with a positive approach for dealing with students in nontraditional courses.

  - -- provide educators with information necessary for developing curricula for prevocational programs.

  - -- provide educators with the necessary skills for eliminating sex bias from course materials.

  - -- increase awareness of sex-equity legislation.

- Train teams of vocational educators at the district or school level to participate in an affirmative sex-equity program to:

  - -- carry out the specific positive actions mandated by the Education Amendments of 1976 (P.L. 94-482).

  - -- improve career awareness.

- recruit students into nontraditional vocational programs.

- develop community and employer concern and support for the elimination of sex-role stereotyping.

- develop objectives to review and revise educational materials (e.g., textbooks, testing materials) to eliminate sex bias.

- provide resource files of media presentations, role model speakers, course and career materials bibliographies.

APPENDIX A

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

For School Administrators

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

DIRECTIONS FOR SECTIONS I AND II

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

___ A. Georgia
[✓ B. South Carolina]
___ C. Florida
___ D. Other

SDE 26-172-00
(This form becomes obsolete 6/30/80)

(n = 179)

SECTION I

1. In what type of school are you currently working?

51.4 A. High school/junior high school
26.6 B. Comprehensive high school
21.5 C. Area vocational center
.6 D. Special institution

2. What is the size of your school?

34.3 A. Fewer than 500 students
36.0 B. Between 500 and 999 students
29.8 C. 1000 students or more

3. At the end of this school year, how many years of experience have you had in vocational education?

29.6 A. None
1.8 B. First year
8.3 C. 1-4 years
16.6 D. 5-9 years
43.8 E. 10 years or more

4. What is your age?

1.1 A. Under 30 years
32.2 B. 30-39 years
37.3 C. 40-49 years
29.4 D. 50 years or older

5. What is your sex?

96.0 A. Male
4.0 B. Female

6. What is your ethnic or racial background?

1.7 A. American Indian/Alaskan Native
— B. Asian-American/Pacific Islander
20.3 C. Black--non-Hispanic
— D. Hispanic
78.0 E. White--non-Hispanic
— F. Other (please specify) ______________________

7. What is the highest level of education which you have achieved?

— A. Less than high school
— B. High school diploma or equivalent
— C. TEC diploma
— D. Associate's degree/two years of college
— E. Three-year nursing degree
1.7 F. Bachelor's degree/four years of college
94.4 G. Master's degree/six years of college
4.0 H. Doctoral degree

SDE 26-172-00
(This form becomes obsolete 6/30/80)

SECTION II

The structure of job placement programs is very different in various schools. Some of the following questions use the term job placement services. Job placement services refer to the job placement activities a school undertakes to place students in jobs and to the people responsible for those activities.

Please check the following sources of information that have been used within the past two years by your job placement services to obtain employment opportunity information for your vocational students.

8. 71.5 Other school staff
9. 68.2 Local employment agencies
10. 83.8 Local industry
11. 1.1 National Alliance of Businessmen
12. 46.4 Local advisory council
13. 49.7 Current students
14. 38.0 Program graduate
15. 25.7 Craft advisory committees
16. 8.9 Industry training session
17. 24.0 State Department of Education
18. 29.1 State Department of Labor
19. 22.9 Other government agency
20. 57.0 Guidance or placement offices in other schools
21. 5.0 Other (please specify)____________________________

22. Of the students graduating from your school last year, approximately what percentage did your job placement service place?

32.0 A. 0 to 5 percent
14.7 B. 6 to 10 percent
14.0 C. 11 to 20 percent
10.0 D. 21 to 30 percent
3.3 E. 31 to 40 percent
6.7 F. 41 to 50 percent
19.3 G. 51 percent or more

23. Approximately what percentage of your students receive career counseling on an individual basis from your job placement service prior to graduation?

26.6 A. 0 to 20 percent
15.8 B. 21 to 40 percent
14.6 C. 41 to 60 percent
18.4 D. 61 to 80 percent
24.7 E. 81 to 100 percent

Read each of the following goals. Check Column A if you feel this is a goal of the job placement service in your school. Rate the extent to which you feel that this goal is met by the job placement service provided by your school.

		Percentage Responding		Percentage Rating Goal				
	Goal	A Goal of Job Placement		Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent				
		%	n	1	2	3	4	5
24.	A job-placement philosophy will be established at each school or vocational center.	64	(114)	9.6	19.3	30.7	21.9	18.4
25.	The guidance department will work closely with all existing advisory committees so that committees will have input in the placement system.	65	(116)	7.8	12.1	37.1	30.2	12.9
26.	The guidance department will work to enhance the support of the administration, instructors, school (feeder) counselors, and other school officials to assist in the development of job activities within the school.	66	(118)	5.9	10.2	30.5	33.1	20.3
27.	A complete reference section geared toward career information will be maintained and updated as often as possible.	68	(122)	3.3	7.4	30.3	37.7	21.3
28.	An ongoing relationship among the vocational center and local business and industry will exist to meet the needs of students leaving the program with salable skills.	64	(115)	5.2	11.3	23.5	37.4	22.6
29.	A comprehensive file that projects present and future employment needs will be maintained on business and industry.	64	(115)	14.8	18.3	26.1	28.7	12.2

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Goal	A Goal of Job Placement		Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
30. A comprehensive file with specific information on each client will be maintained on each graduate, each dropout with a marketable skill, and all co-op students.	59	(105)	15.2	26.7	33.3	10.5	14.3
31. The department will provide students with experiences which will enable them to develop a pattern of understanding in the total employment process.	63	(112)	6.3	15.2	39.3	25.9	13.4
32. The graduates available for placement shall be placed in the area trained or in a related area.	61	(109)	3.7	20.2	27.5	35.8	12.8
33. An adequate follow-up system of all past graduates, dropouts with marketable skills, and present co-op students will be maintained.	63	(112)	3.6	22.3	28.6	33.0	12.5
34. Other (please specify) ______________________ ______________________							

Read each of the following functions. Check Column A if you feel this is a function of the job placement service in your school. Rate the extent to which you feel that this function is performed by the job placement service provided by your school.

Function	Percentage Responding A Function of Job Placement		Percentage Rating Function Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
35. Educate employers (e.g., students available, kinds of courses and services offered by school, etc.).	64	(115)	8.7	13.9	33.0	33.0	11.3
36. Work with employers on a group basis to obtain information, (e.g., job opportunities, job characteristics, characteristics of desired employees, sources of job opportunity information, etc.).	55	(98)	10.2	22.4	34.7	24.5	8.2
37. Work with employers on an individual basis (e.g., make specific referrals, develop job descriptions, identify job characteristics which affect instructional programs, etc.).	59	(105)	9.5	14.3	37.1	29.5	9.5
38. On a group basis, teach students job development skills (e.g., job seeking, job application, and job retention skills; and matching job opportunities with interests, abilities, values, course work, etc.).	68	(121)	3.3	9.9	31.4	37.2	18.2
39. Work with students on an individual basis (e.g., discuss job alternatives, attitudes, skills, interests, and abilities, etc.).	69	(124)	2.4	12.1	29.0	38.7	17.7
40. Educate teachers (e.g., job placement, job oppprtunities, changes in job patterns, changes in job requirements, etc.).	61	(110)	12.7	20.9	33.6	27.3	5.5

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function		A Function of Job Placement		Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent				
		%	n	1	2	3	4	5
41.	Share information with teachers (e.g., job placement opportunities, sources of job placement information, changes in job requirements, etc.).	63	(112)	8.9	21.4	38.4	24.1	7.1
42.	Work with teachers on an individual basis to evaluate students (e.g., skills, capabilities, academic achievement, attitudes, interests, scope of job opportunities, etc.).	54	(97)	6.2	19.6	33.0	34.0	7.2
43.	Work with parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	58	(104)	12.5	24.0	38.5	19.2	5.8
44.	Educate parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	56	(101)	12.9	27.7	43.6	12.9	3.0
45.	Communicate with parents on an individual basis (e.g., report students' competencies, achievements, work attitudes, behaviors, job alternatives, etc.).	55	(99)	10.1	21.2	36.4	21.2	11.1
46.	Involve parents in career awareness and job placement (e.g., workshops, club functions, school functions, etc.).	54	(97)	15.5	36.1	32.0	13.4	3.1
47.	Develop good public relations with the community.	67	(120)	5.8	11.7	28.3	31.7	22.5
48.	Other (please specify) ______________________ ______________________							

SDE 26-172-00
(This form becomes obsolete 6/30/80)

DIRECTIONS FOR SECTION III

(n = 179)

A. Read each of the following functions. Check A if this is performed in your school.

B. Rate the extent to which this service is provided in your school. Circle one number.

C. Check the one column that indicates who most often performs this function.

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed. Percentage Responding		B To what extent is the service provided? Percentage Rating Service 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Educate employers about:	%	n	1	2	3	4	5	%	%	%	%	%
49. the number of students available for various kinds of jobs and cooperative programs	67	(119)	7.6	11.8	44.5	31.1	5.0	28.6	33.6	8.4	29.4	—
50. the kinds of courses being taught in the school and the kinds of job capabilities of students.	69	(124)	1.6	9.7	38.7	40.3	9.7	16.9	41.1	21.0	21.0	—
51. the ways of contacting school personnel in order to solicit applications	60	(107)	2.8	9.3	48.6	31.8	7.5	19.6	42.1	21.5	16.8	—
52. the legal requirements of hiring policies	43	(76)	3.9	21.1	36.8	27.6	10.5	23.7	35.5	18.4	22.4	—
Work with employers on a group basis to obtain information about:												
53. current job openings, possible future job openings, and possible job layoffs	52	(93)	5.4	8.6	43.0	34.4	8.6	36.6	33.3	8.6	21.5	—
54. characteristics of desired employees	55	(99)	2.0	11.1	38.4	35.4	13.1	20.2	34.3	11.1	33.3	1.0

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
55. changes in equipment, procedures, materials, theory which may affect course content	50	(89)	4.5	11.2	44.9	27.0	12.4	18.0	10.1	21.3	50.6	—
56. sources of potential job information	55	(98)	1.0	13.3	42.9	30.6	12.2	28.6	54.1	2.0	14.3	1.0
Work with employers on an individual basis to:												
57. identify potential placements for specific students	59	(106)	3.8	14.2	38.7	28.3	15.1	30.2	34.9	7.5	27.4	—
58. refer the names of potential employees	64	(114)	.9	12.3	40.4	34.2	12.3	25.4	31.6	7.9	34.2	.9
59. arrange interviews with employers for students	60	(107)	1.9	16.8	36.4	27.1	17.8	30.8	38.3	6.5	24.3	—
60. bring employers to school to meet potential employees	49	(88)	10.2	22.7	38.6	17.0	11.4	21.6	38.6	15.9	23.9	—
61. develop job descriptions	35	(62)	4.8	24.2	45.2	16.1	9.7	30.6	22.6	9.7	33.9	3.2
62. discuss services available from schools	48	(86)	5.8	10.5	45.3	26.7	11.6	26.7	47.7	15.1	10.5	—
Evaluate job placement services with employers to determine:												
63. employer opinions of placement services	26	(47)	14.9	17.0	34.0	23.4	10.6	44.7	29.8	14.9	10.6	—

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
64. employer opinions of employees' performances on the job	46	(83)	4.8	13.3	39.8	31.3	10.8	32.5	20.5	9.6	37.3	—
On a group basis teach students about:												
65. different career areas and job characteristics	63	(130)	3.8	6.2	33.1	43.1	13.8	10.8	43.1	1.5	44.6	—
66. job alternatives on the local, state, and national levels	61	(110)	6.4	15.5	38.2	31.8	8.2	15.5	39.1	3.6	40.9	.9
67. job seeking, job application, and interview skills	68	(121)	3.3	6.6	34.7	34.7	20.7	14.0	40.5	1.7	43.8	—
68. proper work behaviors and attitudes	66	(118)	3.4	9.3	35.6	33.9	17.8	11.9	24.6	5.1	58.5	—
69. legal requirements of employers (e.g., minimum wage, safety requirements, discrimination, etc.)	53	(94)	7.4	10.6	38.3	28.7	14.9	19.1	22.3	6.4	51.1	1.1
Work with students on an individual basis to assess students':												
70. job seeking skills	65	(117)	6.0	12.8	38.5	26.5	16.2	12.8	38.5	1.7	47.0	—
71. job application skills	68	(122)	5.7	10.7	41.8	26.2	15.6	17.2	38.5	2.5	41.8	—

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
72. job interview skills	68	(121)	5.8	10.7	39.7	29.8	14.0	14.0	36.4	.8	47.9	.8
73. job retention skills	59	(104)	7.7	9.6	44.2	26.9	11.5	16.3	24.0	3.8	55.8	—
Work with students on an individual basis to obtain information about: 74. desired jobs	71	(127)	3.9	8.7	38.6	30.7	18.1	16.5	49.6	1.6	31.5	.8
75. aptitudes and skills	71	(127)	1.6	12.6	39.4	29.1	17.3	9.4	55.1	3.1	32.3	—
76. interests and values	74	(132)	3.0	13.6	36.4	30.3	16.7	9.1	53.0	3.0	34.8	—
77. career decisions	73	(131)	3.1	14.5	34.4	30.5	17.6	10.7	61.8	3.1	22.9	1.5
Work with students on an individual basis to: 78. help students make career or specific job choices	70	(126)	5.6	9.5	38.1	31.7	15.1	8.7	65.9	2.4	23.0	—
79. help students develop resumes	55	(99)	9.1	22.2	38.4	19.2	11.1	15.2	32.3	3.0	48.5	1.0

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
80. help students arrange interviews	69	(124)	8.1	12.1	37.9	31.5	10.5	24.2	38.7	.8	36.3	—
81. help students develop proper work behaviors and attitudes	68	(121)	.8	5.0	40.5	41.3	12.4	9.1	17.4	5.0	68.6	—
82. help students select course work compatable with career goals	73	(130)	1.5	4.6	43.1	31.5	19.2	6.9	68.5	5.4	18.5	.8
Evaluate job placement services with students by:												
83. monitoring students' performances on the job through on-site visits	44	(79)	3.8	13.9	40.5	24.1	17.7	35.4	8.9	6.3	49.4	—
84. obtaining students' opinions about placement services	39	(70)	4.3	14.3	44.3	24.3	12.9	31.4	31.4	5.7	30.0	1.4
85. obtaining students' opinions about job satisfaction	45	(81)	2.5	18.5	39.5	28.4	11.1	30.9	22.2	6.2	39.5	1.2
86. maintain students' employment and salary histories for five years	31	(56)	14.3	16.1	35.7	23.2	10.7	35.7	30.4	12.5	21.4	—
87. maintain accurate follow-up files on students for one year	63	(113)	.9	7.1	31.0	33.6	27.4	19.5	48.7	8.8	23.0	—

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on a group basis to share knowledge about:	%	n	1	2	3	4	5					
88. scope of job opportunities and occupational areas at local, state, and national levels	50	(90)	7.8	18.9	41.1	21.1	11.1	30.0	38.9	21.1	10.0	—
89. job placement and counseling techniques	51	(92)	2.2	16.3	52.2	16.3	13.0	23.9	54.3	9.8	12.0	—
90. developing or updating curriculum in order to meet job requirements	61	(110)	3.6	9.1	40.0	33.6	13.6	8.2	13.6	60.9	17.3	—
91. emerging occupations	45	(80)	6.3	12.5	47.5	22.5	11.2	22.5	37.5	21.2	18.8	—
92. ways to eliminate sex-role stereotyping	56	(100)	5.0	11.0	39.0	31.0	14.0	13.0	34.0	41.0	12.0	—
93. content of the courses they teach	56	(100)	2.0	6.0	43.0	38.0	11.0	6.0	15.0	55.0	23.0	1.0
94. job placement opportunities	56	(100)	5.0	8.0	51.0	25.0	11.0	35.0	35.0	11.0	19.0	—
95. sources of information about potential jobs	51	(91)	5.5	12.1	38.5	35.2	8.8	29.7	40.7	8.8	19.8	1.1
96. local employers' needs	58	(103)	3.9	10.7	40.8	28.2	15.5	31.1	34.0	16.5	18.4	—
97. changes in equipment, procedures, materials, theory which may affect course contents	51	(91)	4.4	14.3	38.5	30.8	12.1	16.5	8.8	42.9	31.9	—
98. skills and competencies required for specific jobs which may affect course content of curriculum	45	(81)	1.2	7.4	45.7	39.5	6.2	14.8	14.8	29.6	40.7	—

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on an individual basis to evaluate:												
99. individual students' skills, academic achievement, and work attitudes	64	(115)	3.5	13.0	40.9	31.3	11.3	14.8	40.9	27.8	16.5	—
100. scope of job opportunities for individual students	52	(94)	3.2	19.1	46.8	21.3	9.6	26.6	47.9	9.6	16.0	—
Work with the state and federal governments to obtain current resource information about:												
101. available placement services	58	(104)	1.9	21.2	33.7	32.7	10.6	25.0	50.0	16.3	8.7	—
102. changes in career patterns	53	(94)	2.1	21.3	42.6	24.5	9.6	27.7	47.9	8.5	16.0	—
103. relevant booklets and pamphlets available	59	(106)	.9	13.2	41.5	29.2	15.1	25.5	53.8	13.2	6.6	.9
Work with parents and the community to obtain information about:												
104. needs for services	56	(101)	6.9	17.8	44.6	22.8	7.9	14.9	33.7	33.7	16.8	1.0
105. employment information	54	(96)	7.3	13.5	46.9	21.9	10.4	27.1	40.6	19.8	12.5	—
106. attitudes about sex-role stereotyping	44	(79)	8.9	16.5	44.3	25.3	5.1	17.7	30.4	32.9	19.0	—

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
107. attitudes about employment alternatives	37	(66)	7.6	18.2	45.5	22.7	6.1	24.2	37.9	15.2	21.2	1.5
Educate parents and community about:												
108. programs offered by the school	73	(131)	2.3	2.3	36.6	41.2	17.6	9.2	37.4	50.4	2.3	.8
109. kinds of courses being taught in the school	70	(125)	1.6	2.4	35.2	37.6	23.2	4.8	36.8	50.4	6.4	1.6
110. changes in career patterns	50	(89)	2.2	14.6	52.8	21.3	9.0	13.5	49.4	23.6	12.4	1.1
111. sex-role stereotyping	47	(85)	4.7	14.1	48.2	22.4	10.6	11.8	45.9	32.9	7.1	2.4
112. students' competencies and capabilities	55	(98)	1.0	6.1	50.0	32.7	10.2	7.1	52.0	24.5	16.3	—
113. relevant booklets and pamplets available	52	(93)	4.3	10.8	45.2	28.0	11.8	10.8	62.4	17.2	9.7	—
Evaluate job placement services with parents and community to determine:												
114. community opinions of placement services	27	(48)	8.3	20.8	43.8	22.9	4.2	31.3	27.1	35.4	6.3	—

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Communicate with parents on an individual basis to:	%	n	1	2	3	4	5					
115. describe individual students' program and programs available	58	(104)	1.9	15.4	48.1	26.0	8.7	6.7	63.5	15.4	14.4	—
116. discuss scope of job opportunities available to individual students	47	(84)	4.8	14.3	50.0	23.8	7.1	15.5	68.3	14.3	11.9	—
117. discuss individual students' competencies capabilities, current achievements	55	(98)	2.0	11.2	51.0	26.5	9.2	7.1	56.1	8.2	28.6	—
118. discuss individual students' work attitudes and behaviors	56	(101)	2.0	9.9	45.5	32.7	9.9	8.9	42.6	12.9	34.7	1.0
Involve parents in:												
119. career awareness workshops	31	(56)	19.6	26.8	30.4	12.5	10.7	10.7	57.1	19.6	10.7	1.8
120. school functions	61	(109)	4.6	12.8	37.6	31.2	13.8	3.7	26.6	52.3	15.6	1.8
121. club activities (FFA, FBLA, etc.)	51	(91)	5.5	13.2	36.3	29.7	15.4	2.2	9.9	16.5	69.2	2.2

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Additional administrative activities:												
122. maintain and update a vocational placement library	42	(76)	10.5	15.8	44.7	18.4	10.5	31.6	48.7	13.2	5.3	1.3
123. maintain a comprehensive file on all students for five years	44	(79)	11.4	16.5	25.3	26.6	20.3	22.8	46.8	21.5	8.9	—
124. maintain a follow-up system for all graduates	61	(109)	8.3	12.8	33.0	27.5	18.3	18.3	56.9	15.6	9.2	—
125. Other (please specify)												

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

For Vocational Placement Personnel and School Counselors

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT:

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

DIRECTIONS FOR SECTIONS I AND II

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

___ A. Georgia
_✓_ B. South Carolina
___ C. Florida
___ D. Other

SDE 26-173-00
(This form becomes obsolete 6/30/80)

(n = 337)

SECTION I

1. In what type of school are you currently working?

55.1 A. High school/junior high school
34.0 B. Comprehensive high school
10.2 C. Area vocational center
.7 D. Special institution

2. What is the size of your school?

18.4 A. Fewer than 500 students
36.7 B. Between 500 and 999 students
44.9 C. 1000 students or more

3. Which of the following positions best describes your current role in the school?

1.8 A. Vocational placement director
86.9 B. Comprehensive high school counselor
11.3 C. Comprehensive high school vocational counselor

4. At the end of this school year, how many years of experience have you had in vocational placement?

3.8 A. First year
24.1 B. 1-4 years
26.6 C. 5-9 years
45.6 D. 10 years or more

5. What is your current work load as a counselor or placement director?

88.1 A. full-time load
11.9 B. Less than a full-time load

6. What is your age?

10.1 A. Under 30 years
28.9 B. 30-39 years
27.6 C. 40-49 years
33.4 D. 50 years or older

7. What is your sex?

34.1 A. Male
65.9 B. Female

8. What is your ethnic or racial background?

.3 A. American Indian/Alaskan Native
.3 B. Asian-American/Pacific Islander
24.8 C. Black--non-Hispanic
.7 D. Hispanic
73.9 E. White--non-Hispanic
- F. Other (please specify) ____________________

SDE 26-173-00
(This form becomes obsolete 6/30/80)

9. What is the highest level of education which you have achieved?

– A. Less than high school
.7 B. High school diploma or equivalent
– C. TEC diploma
.3 D. Associate's degree/two years of college
– E. Three-year nursing degree
7.2 F. Bachelor's degree/four years of college
91.1 G. Master's degree/six years of college
.7 H. Doctoral degree

SECTION II

The structure of job placement programs is very different in various schools. Some of the following questions use the term job placement services. Job placement services refer to the job placement activities a school undertakes to place students in jobs and to the people responsible for those activities.

Please check the following sources of information that you have used within the past two years to obtain employment opportunity information for your vocational students.

10. 72.8 Other school staff
11. 71.8 Local employment agencies
12. 76.6 Local industry
13. 1.3 National Alliance of Businessmen
14. 16.7 Local advisory council
15. 56.4 Current students
16. 24.0 Program graduate
17. 6.4 Craft advisory committees
18. 11.9 Industry training session
19. 29.8 State Department of Education
20. 32.1 State Department of Labor
21. 29.8 Other government agency
22. 38.5 Guidance or placement offices in other schools
23. 11.2 Other (please specify)______________________________

24. Of the students graduating from your school last year, approximately what percentage did your job placement service place?

48.7 A. 0 to 5 percent
15.5 B. 6 to 10 percent
10.1 C. 11 to 20 percent
4.6 D. 21 to 30 percent
4.2 E. 31 to 40 percent
2.9 F. 41 to 50 percent
13.9 G. 51 percent or more

25. Approximately what percentage of your students receive career counseling on an individual basis from your job placement service prior to graduation?

31.1 A. 0 to 20 percent
20.2 B. 21 to 40 percent
18.4 C. 41 to 60 percent
10.5 D. 61 to 80 percent
19.9 E. 81 to 100 percent

Read each of the following goals. Check Column A if you feel this is a goal of the job placement service in your school. Rate the extent to which you feel that this goal is met by the job placement service provided by your school.

		Percentage Responding		Percentage Rating Goal				
	Goal	A Goal of Job Placement		Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent				
		%	n	1	2	3	4	5
26.	A job-placement philosophy will be established at each school or vocational center.	48	(150)	8.7	17.3	36.0	24.7	13.3
27.	The guidance department will work closely with all existing advisory committees so that committees will have input in the placement system.	50	(156)	8.3	17.9	30.8	30.8	12.2
28.	The guidance department will work to enhance the support of the administration, instructors, school (feeder) counselors, and other school officials to assist in the development of job activities within the school.	61	(190)	1.6	10.0	38.9	28.4	21.1
29.	A complete reference section geared toward career information will be maintained and updated as often as possible.	63	(198)	1.0	10.6	22.7	34.3	31.3
30.	An ongoing relationship among the vocational center and local business and industry will exist to meet the needs of students leaving the program with salable skills.	50	(156)	2.6	9.6	28.2	41.0	18.6
31.	A comprehensive file that projects present and future employment needs will be maintained on business and industry.	48	(150	7.3	27.3	32.0	18.7	14.7

Goal	A Goal of Job Placement		Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
32. A comprehensive file with specific information on each client will be maintained on each graduate, each dropout with a marketable skill, and all co-op students.	37	(116)	18.1	25.0	26.7	17.2	12.9
33. The department will provide students with experiences which will enable them to develop a pattern of understanding in the total employment process.	53	(164)	1.8	20.7	32.3	31.1	14.0
34. The graduates available for placement shall be placed in the area trained or in a related area.	46	(143)	4.9	23.1	21.7	37.1	13.3
35. An adequate follow-up system of all past graduates, dropouts with marketable skills, and present co-op students will be maintained.	45	(139)	11.5	27.3	18.7	22.3	20.1
36. Other (please specify) ____________________ ____________________							

Read each of the following functions. Check Column A if you feel this is a function of the job placement service in your school. Rate the extent to which you feel that this function is performed by the job placement service provided by your school.

	Percentage Responding		Percentage Rating Function				
Function	A Function of Job Placement		Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
37. Educate employers (e.g., students available, kinds of courses and services offered by school, etc.).	47	(147)	8.2	25.9	34.7	23.8	7.5
38. Work with employers on a group basis to obtain information, (e.g., job opportunities, job characteristics, characteristics of desired employees, sources of job opportunity information, etc.).	42	(131)	15.3	22.1	32.1	20.6	9.9
39. Work with employers on an individual basis (e.g., make specific referrals, develop job descriptions, identify job characteristics which affect instructional programs, etc.).	47	(145)	9.7	29.0	31.7	24.8	4.8
40. On a group basis, teach students job development skills (e.g., job seeking, job application, and job retention skills; and matching job opportunities with interests, abilities, values, course work, etc.).	59	(185)	3.8	11.9	29.2	36.2	18.9
41. Work with students on an individual basis (e.g., discuss job alternatives, attitudes, skills, interests, and abilities, etc.).	64	(199)	1.5	13.1	27.6	40.7	17.1
42. Educate teachers (e.g., job placement, job oppprtunities, changes in job patterns, changes in job requirements, etc.).	49	(154)	8.4	35.1	30.5	18.2	7.8

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function of Job Placement		Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
43. Share information with teachers (e.g., job placement opportunities, sources of job placement information, changes in job requirements, etc.).	56	(176)	4.5	26.1	31.8	21.6	15.9
44. Work with teachers on an individual basis to evaluate students (e.g., skills, capabilities, academic achievement, attitudes, interests, scope of job opportunities, etc.).	56	(175)	2.9	17.7	34.3	30.3	14.9
45. Work with parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	48	(149)	8.7	34.2	37.6	12.8	6.7
46. Educate parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	43	(134)	14.2	33.6	36.6	11.2	4.5
47. Communicate with parents on an individual basis (e.g., report students' competencies, achievements, work attitudes, behaviors, job alternatives, etc.).	51	(159)	4.4	18.9	35.8	27.7	13.2
48. Involve parents in career awareness and job placement (e.g., workshops, club functions, school functions, etc.).	44	(136)	18.4	26.5	35.3	16.2	3.7
49. Develop good public relations with the community.	62	(194)	1.5	9.8	29.4	35.6	23.7
50. Other (please specify) ____________________ ____________________							

SDE 26-173-00
(This form becomes obsolete 6/30/80)

DIRECTIONS FOR SECTION III

A. Read each of the following functions. Check A if this is performed in your school.

B. Rate the extent to which this service is provided in your school. Circle one number.

C. Check the one column that indicates who most often performs this function.

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed. Percentage Responding		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent Percentage Rating Service					C Who most often performs this function? Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Educate employers about:	%	n	1	2	3	4	5	%	%	%	%	%
51. the number of students available for various kinds of jobs and cooperative programs	48	(149)	8.1	18.1	35.6	24.2	14.1	36.9	33.6	4.0	25.5	-
52. the kinds of courses being taught in the school and the kinds of job capabilities of students.	50	(137)	3.9	15.5	36.8	29.0	14.8	23.2	41.9	14.2	20.0	.6
53. the ways of contacting school personnel in order to solicit applications	44	(137)	7.3	22.6	37.2	21.2	11.7	21.9	48.2	13.1	16.8	-
54. the legal requirements of hiring policies	21	(65)	4.6	20.0	43.1	23.1	9.2	43.1	29.2	18.5	9.2	-
Work with employers on a group basis (i.e., meetings) to obtain information about:												
55. current job openings, possible future job openings, and possible job layoffs	34	(106)	4.7	16.0	42.5	22.6	14.2	34.9	37.7	7.5	19.8	-
56. characteristics of desired employees	29	(92)	5.4	12.0	37.0	35.9	9.8	32.6	43.5	9.8	14.1	-

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
57. changes in equipment, procedures, materials, theory which may affect course content	29	(91)	5.5	9.9	45.1	23.1	16.5	20.9	7.7	25.3	45.1	1.1
58. sources of potential job information	35	(108)	2.8	9.3	52.8	25.0	10.2	34.3	48.1	6.5	10.2	.9
Work with employers on an individual basis to:												
59. identify potential placements for specific students	53	(165)	1.8	16.4	40.6	27.3	13.9	27.3	41.8	3.6	26.7	.6
60. refer the names of potential employees	50	(157)	.6	19.1	36.9	26.8	16.6	24.2	50.3	4.5	20.4	.6
61. arrange interviews with employers for students	49	(152)	2.6	18.4	42.1	23.7	13.2	25.7	42.8	4.6	25.7	1.3
62. bring employers to school to meet potential employees	37	(116)	6.9	25.0	32.8	23.3	12.1	24.1	50.0	6.0	19.8	–
63. develop job descriptions	25	(78)	7.7	25.6	35.9	15.4	15.4	35.9	37.2	2.6	24.4	–
64. discuss services available from schools	39	(120)	1.7	20.0	41.7	25.0	11.7	18.3	53.3	13.3	15.0	–
Evaluate job placement services with employers to determine:												
65. employer opinions of placement services	18	(57)	3.5	17.5	43.9	31.6	3.5	47.4	22.8	10.5	19.3	–

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
66. employer opinions of employees' performances on the job	29	(89)	5.6	16.9	43.8	24.7	9.0	33.7	25.8	2.2	38.2	-
On a group basis teach students about:												
67. different career areas and job characteristics	64	(201)	2.0	9.5	27.4	39.8	21.4	7.5	69.2	-	23.4	-
68. job alternatives on the local, state, and national levels	56	(174)	2.9	19.5	39.1	24.7	13.8	7.5	64.4	1.7	26.4	-
69. job seeking, job application, and interview skills	63	(195)	2.6	13.3	36.4	34.9	12.8	7.2	49.2	.5	42.6	.5
70. proper work behaviors and attitudes	60	(186)	1.6	11.3	34.9	35.5	16.7	6.5	38.7	2.7	51.6	.5
71. legal requirements of employers (e.g., minimum wage, safety requirements, discrimination, etc.)	41	(128)	5.5	21.1	35.2	25.0	13.3	11.7	35.2	3.1	50.0	-
Work with students on an individual basis to assess students':												
72. job seeking skills	58	(181)	3.3	15.5	44.2	28.2	8.8	11.6	51.9	1.1	35.4	-
73. job application skills	52	(162)	2.5	15.4	43.8	30.9	7.4	10.5	41.4	.6	47.5	-

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
74. job interview skills	61	(190)	4.2	13.2	47.4	25.3	10.0	10.5	44.2	-	45.3	-
75. job retention skills	51	(158)	5.7	15.2	47.5	20.3	11.4	8.9	36.7	.6	53.2	.6
Work with students on an individual basis to obtain information about:												
76. desired jobs	66	(205)	1.5	10.7	34.6	36.1	17.1	9.8	77.6	1.0	11.7	-
77. aptitudes and skills	66	(205)	-	5.9	38.0	39.0	17.1	5.9	72.7	1.5	19.5	.5
78. interests and values	64	(200)	1.0	7.5	35.5	37.5	18.5	7.5	80.5	2.5	9.5	-
79. career decisions	67	(210)	1.4	7.1	31.9	39.0	20.5	5.7	79.5	1.4	13.3	-
Work with students on an individual basis to:												
80. help students make career or specific job choices	65	(204)	2.0	7.4	39.2	34.3	17.2	8.8	77.9	2.0	10.8	.5
81. help students develop resumes	50	(156)	11.5	14.1	47.4	19.2	7.7	7.7	39.7	1.3	51.3	-

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
82. help students arrange interviews	58	(180)	3.3	25.0	40.0	23.9	7.8	13.9	55.0	1.1	29.4	.6
83. help students develop proper work behaviors and attitudes	55	(172)	3.5	12.8	43.0	29.1	11.6	4.1	34.9	.6	60.5	-
84. help students select course work compatable with career goals	63	(197)	.5	5.1	27.9	39.6	26.9	5.1	81.7	3.6	9.1	.5
Evaluate job placement services with students by:												
85. monitoring students' performances on the job through on-site visits	30	(95)	8.4	18.9	40.0	18.9	13.7	20.0	11.6	-	67.4	1.1
86. obtaining students' opinions about placement services	23	(72)	6.9	22.2	45.8	18.1	6.9	33.3	38.9	2.8	23.6	1.4
87. obtaining students' opinions about job satisfaction	31	(97)	6.2	21.6	45.4	21.6	5.2	23.7	37.1	2.1	36.1	1.0
88. maintain students' employment and salary histories for five years	12	(38)	10.5	18.4	34.2	21.1	15.8	42.1	31.6	2.6	23.7	-
89. maintain accurate follow-up files on students for one year	33	(104)	1.0	10.6	25.0	31.7	31.7	23.1	58.7	1.9	16.3	-

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on a group basis to share knowledge about:	%	n	1	2	3	4	5					
90. scope of job opportunities and occupational areas at local, state, and national levels	31	(97)	18.6	17.5	30.9	20.6	12.4	20.6	68.0	8.2	3.1	-
91. job placement and counseling techniques	28	(88)	9.1	18.2	40.9	23.9	8.0	19.3	69.3	4.5	6.8	-
92. developing or updating curriculum in order to meet job requirements	44	(137)	3.6	7.3	43.8	35.8	9.5	5.1	43.8	44.5	6.6	-
93. emerging occupations	23	(73)	11.0	21.9	35.6	21.9	9.6	17.8	52.1	13.7	16.4	-
94. ways to eliminate sex-role stereotyping	34	(105)	4.8	19.0	32.4	30.5	13.3	6.7	61.0	24.8	6.7	1.0
95. content of the courses they teach	37	(116)	5.2	15.5	31.9	33.6	13.8	5.2	37.1	43.1	14.7	-
96. job placement opportunities	33	(102)	7.8	17.6	35.3	31.4	7.8	30.4	52.9	5.9	10.8	-
97. sources of information about potential jobs	36	(113)	2.7	18.6	34.5	32.7	11.5	19.5	66.4	2.7	11.5	-
98. local employers' needs	32	(101)	7.9	14.9	39.6	24.8	12.9	26.7	47.5	8.9	16.8	-
99. changes in equipment, procedures, materials, theory which may affect course contents	29	(90)	6.7	13.3	43.3	26.7	10.0	11.1	20.0	41.1	27.8	-
100. skills and competencies required for specific jobs which may affect course content of curriculum	36	(111)	4.5	12.6	45.9	28.8	8.1	9.9	34.2	31.5	23.4	.9

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on an individual basis to evaluate:												
101. individual students' skills, academic achievement, and work attitudes	58	(181)	.6	8.8	44.8	33.7	12.2	4.4	81.3	6.0	7.7	.5
102. scope of job opportunities for individual students	36	(111)	5.4	18.0	48.6	22.5	5.4	14.5	67.3	5.5	12.7	-
Work with the state and federal governments to obtain current resource information about:												
103. available placement services	43	(133)	.8	16.5	45.1	21.8	15.8	18.0	74.4	3.0	4.5	-
104. changes in career patterns	44	(137)	3.6	15.3	46.0	23.4	11.7	11.6	77.5	3.6	7.2	-
105. relevant booklets and pamphlets available	54	(169)	1.8	11.8	37.9	29.6	18.9	8.9	79.9	.6	10.7	-
Work with parents and the community to obtain information about:												
106. needs for services	29	(89)	9.0	22.5	41.6	25.8	1.1	23.9	46.6	23.9	5.7	-
107. employment information	31	(96)	2.1	19.8	46.9	29.2	2.1	27.1	53.1	12.5	7.3	-
108. attitudes about sex-role stereotyping	21	(64)	4.7	28.1	43.8	20.3	3.1	28.1	56.3	14.1	1.6	-

Function	A Function Is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
109. attitudes about employment alternatives	21	(64)	20.3	14.1	40.6	18.8	6.3	25.4	57.1	4.8	12.7	-
Educate parents and community about:												
110. programs offered by the school	62	(193)	1.0	9.3	28.0	39.4	22.3	5.7	62.4	26.8	4.1	1.0
111. kinds of courses being taught in the school	64	(199)	1.5	6.0	26.1	38.2	28.1	3.5	57.8	32.7	5.0	1.0
112. changes in career patterns	31	(98)	6.1	23.5	42.9	23.5	4.1	12.2	66.3	8.2	13.3	-
113. sex-role stereotyping	29	(92)	6.5	21.7	37.0	25.0	9.8	10.9	59.8	20.7	7.6	1.1
114. students' competencies and capabilities	50	(157)	1.3	8.9	40.1	33.8	15.9	6.4	72.0	11.5	9.6	.6
115. relevant booklets and pamplets available	41	(128)	5.5	14.1	39.1	25.8	15.6	7.8	74.2	4.7	12.5	.8
Evaluate job placement services with parents and community to determine:												
116. community opinions of placement services	12	(37)	8.1	27.0	43.2	21.6	-	36.1	33.3	22.2	8.3	-

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
Communicate with parents on an individual basis to:												
117. describe individual students' program and programs available	55	(170)	2.4	15.3	42.4	23.5	16.5	8.2	82.5	5.3	3.5	.6
118. discuss scope of job opportunities available to individual students	37	(115)	7.0	23.5	41.7	19.1	8.7	12.2	73.0	10.4	3.5	.9
119. discuss individual students' competencies capabilities, current achievements	53	(165)	2.4	13.3	37.6	28.5	18.2	3.0	77.0	5.5	13.3	1.2
120. discuss individual students' work attitudes and behaviors	45	(141)	3.5	16.3	38.3	27.0	14.9	5.7	63.8	9.2	19.9	1.4
Involve parents in:												
121. career awareness workshops	18	(55)	14.5	18.2	32.7	25.5	9.1	18.5	51.9	20.4	9.3	-
122. school functions	49	(153)	5.2	11.1	38.6	30.7	14.4	3.2	33.1	48.7	11.0	3.9
123. club activities (FFA, FBLA, etc.)	34	(106)	4.7	18.9	36.8	24.5	15.1	6.6	17.0	19.8	51.9	4.7

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Additional administrative activities:	%	n	1	2	3	4	5					
124. maintain and update a vocational placement library	26	(82)	9.8	17.1	32.9	24.4	15.9	22.2	61.7	9.9	6.2	-
125. maintain a comprehensive file on all students for five years	21	(64)	9.4	17.2	14.1	32.8	26.6	18.8	59.4	14.1	7.8	-
126. maintain a follow-up system for all graduates	44	(136)	8.1	11.8	30.9	25.7	23.5	9.6	73.5	9.6	7.4	-
127. Other (please specify)												

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA
JOB PLACEMENT SERVICES
EFFECTIVENESS SURVEY

For Vocational Teachers

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT:

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

DIRECTIONS FOR SECTIONS I AND II

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

____ A. Georgia
_✓_ B. South Carolina
____ C. Florida
____ D. Other

SDE 26-175-00
(This form becomes obsolete 6/30/80)

SECTION I

1. In what type of school are you currently working? N = 574

43.0 A. High school/junior high school
20.0 B. Comprehensive high school
36.1 C. Area vocational center
.9 D. Special institution

2. What is the size of your school?

26.2 A. Fewer than 500 students
41.8 B. Between 500 and 999 students
32.0 C. 1000 students or more

3. At the end of this school year, how many years of experience have you had in vocational education?

2.5 A. First year
20.0 B. 1-4 years
29.0 C. 5-9 years
48.5 D. 10 years or more

4. What is your current teaching work load?

1.2 A. 1-3 hours per day
38.2 B. 4-5 hours per day
60.5 C. 6 or more hours per day

5. What is your age?

13.7 A. Under 30 years
27.0 B. 30-39 years
27.5 C. 40-49 years
31.9 D. 50 years or older

6. What is your sex?

48.4 A. Male
51.6 B. Female

7. What is your ethnic or racial background?

.4 A. American Indian/Alaskan Native
1.1 B. Asian-American/Pacific Islander
23.6 C. Black--non-Hispanic
— D. Hispanic
75.0 E. White--non-Hispanic
— F. Other (please specify) ______________________

8. What is the highest level of education which you have achieved?

.2 A. Less than high school
18.0 B. High school diploma or equivalent
3.5 C. TEC diploma
7.8 D. Associate's degree/two years of college
1.6 E. Three-year nursing degree
37.7 F. Bachelor's degree/four years of college
31.0 G. Master's degree/six years of college
.2 H. Doctoral degree

SDE 26-175-00
(This form becomes obsolete 6/30/80)

SECTION II

The structure of job placement programs is very different in various schools. Some of the following questions use the term job placement services. Job placement services refer to the job placement activities a school undertakes to place students in jobs and to the people responsible for those activities.

Please check the following sources of information that you have used within the past two years to obtain employment opportunity information for your vocational students.

9. 57.0 Other school staff
10. 37.5 Local employment agencies
11. 63.9 Local industry
12. 1.0 National Alliance of Businessmen
13. 32.6 Local advisory council
14. 44.1 Current students
15. 24.9 Program graduate
16. 12.7 Craft advisory committees
17. 6.1 Industry training session
18. 11.5 State Department of Education
19. 7.3 State Department of Labor
20. 8.9 Other government agency
21. 26.8 Guidance or placement offices in other schools
22. 8.5 Other (please specify)____________________

SDE 26-175-00
(This form becomes obsolete 6/30/80)

23. Of the students graduating from your school last year, approximately what percentage did you personnally place?

54.7 A. 0 to 5 percent
11.5 B. 6 to 10 percent
6.5 C. 11 to 20 percent
3.8 D. 21 to 30 percent
4.6 E. 31 to 40 percent
8.7 F. 41 to 50 percent
10.1 G. 51 percent or more

24. Approximately what percentage of the students in your classes receive career counseling on an individual basis from your job placement service prior to graduation?

52.7 A. 0 to 20 percent
10.5 B. 21 to 40 percent
9.2 C. 41 to 60 percent
8.2 D. 61 to 80 percent
19.3 E. 81 to 100 percent

Read each of the following goals. Check Column A if you feel this is a goal of the job placement service in your school. Rate the extent to which you feel that this goal is met by the job placement service provided by your school.

	Percentage Responding		Percentage Rating Goal				
Goal	A Goal of Job Placement		Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
25. A job-placement philosophy will be established at each school or vocational center.	56	(324)	14.8	10.5	32.7	26.2	15.7
26. The guidance department will work closely with all existing advisory committees so that committees will have input in the placement system.	61	(349)	15.8	13.5	30.4	24.9	15.5
27. The guidance department will work to enhance the support of the administration, instructors, school (feeder) counselors, and other school officials to assist in the development of job activities within the school.	61	(350)	11.1	15.7	30.0	26.0	17.1
28. A complete reference section geared toward career information will be maintained and updated as often as possible.	59	(337)	8.9	15.4	25.2	28.5	22.0
29. An ongoing relationship among the vocational center and local business and industry will exist to meet the needs of students leaving the program with salable skills.	65	(370)	5.9	12.4	27.6	30.0	24.1
30. A comprehensive file that projects present and future employment needs will be maintained on business and industry.	55	(317)	16.7	20.2	25.9	20.2	17.0

SDE 26-175-00
(This form becomes obsolete 6/30/80)

	Goal	A Goal of Job Placement		Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent				
		%	n	1	2	3	4	5
31.	A comprehensive file with specific information on each client will be maintained on each graduate, each dropout with a marketable skill, and all co-op students.	55	(313)	13.4	15.3	24.3	25.9	21.1
32.	The department will provide students with experiences which will enable them to develop a pattern of understanding in the total employment process.	61	(349)	7.2	11.7	29.2	29.8	22.1
33.	The graduates available for placement shall be placed in the area trained or in a related area.	62	(357)	5.9	12.9	26.9	29.4	24.9
34.	An adequate follow-up system of all past graduates, dropouts with marketable skills, and present co-op students will be maintained.	60	(344)	7.0	12.2	28.8	27.0	25.0
35.	Other (please specify) ________________ ________________							

Read each of the following functions. Check Column A if you feel this is a function of the job placement service in your school. Rate the extent to which you feel that this function is performed by the job placement service provided by your school.

	Percentage Responding		Percentage Rating Function				
Function	A Function of Job Placement		Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
36. Educate employers (e.g., students available, kinds of courses and services offered by school, etc.).	62	(353)	11.0	20.1	30.3	22.7	15.9
37. Work with employers on a group basis to obtain information, (e.g., job opportunities, job characteristics, characteristics of desired employees, sources of job opportunity information, etc.).	57	(326)	15.3	21.5	26.7	22.4	14.1
38. Work with employers on an individual basis (e.g., make specific referrals, develop job descriptions, identify job characteristics which affect instructional programs, etc.).	56	(323)	12.7	19.8	31.6	20.4	15.5
39. On a group basis, teach students job development skills (e.g., job seeking, job application, and job retention skills; and matching job opportunities with interests, abilities, values, course work, etc.).	62	(356)	8.4	9.6	21.6	31.2	29.2
40. Work with students on an individual basis (e.g., discuss job alternatives, attitudes, skills, interests, and abilities, etc.).	65	(370)	5.7	14.3	22.2	34.1	23.8
41. Educate teachers (e.g., job placement, job oppprtunities, changes in job patterns, changes in job requirements, etc.).	53	(306)	17.3	20.9	30.7	17.0	14.1

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function of Job Placement		Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent				
	%	n	1	2	3	4	5
42. Share information with teachers (e.g., job placement opportunities, sources of job placement information, changes in job requirements, etc.).	60	(346)	11.8	19.1	30.3	22.8	15.9
43. Work with teachers on an individual basis to evaluate students (e.g., skills, capabilities, academic achievement, attitudes, interests, scope of job opportunities, etc.).	55	(313)	15.3	22.0	25.9	24.6	12.1
44. Work with parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	51	(291)	15.8	29.6	27.5	19.2	7.9
45. Educate parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	50	(287)	18.8	26.1	26.8	17.1	11.1
46. Communicate with parents on an individual basis (e.g., report students' competencies, achievements, work attitudes, behaviors, job alternatives, etc.).	53	(304)	12.5	22.0	29.9	21.4	14.1
47. Involve parents in career awareness and job placement (e.g., workshops, club functions, school functions, etc.).	50	(289)	19.0	28.7	29.8	14.9	7.6
48. Develop good public relations with the community.	64	(369)	3.8	12.2	27.1	28.5	28.5
49. Other (please specify)							

SDE 26-175-00
(This form becomes obsolete 6/30/80)

DIRECTIONS FOR SECTION III

(n = 574)

A. Read each of the following functions. Check A if this is performed in your school.

B. Rate the extent to which this service is provided in your school. Circle one number.

C. Check the one column that indicates who most often performs this function.

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed. Percentage Responding		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent Percentage Rating Service					C Who most often performs this function? Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Educate employers about:	%	n	1	2	3	4	5	%	%	%	%	%
50. the number of students available for various kinds of jobs and cooperative programs	58	(333)	7.2	15.6	33.9	23.4	19.8	17.7	25.8	6.0	49.8	.6
51. the kinds of courses being taught in the school and the kinds of job capabilities of students.	63	(364)	3.3	12.6	36.3	23.6	24.2	11.6	31.1	14.6	42.1	.6
52. the ways of contacting school personnel in order to solicit applications	50	(286)	5.2	14.7	37.4	24.8	17.8	18.5	36.4	12.2	31.8	1.0
53. the legal requirements of hiring policies	34	(194)	7.7	13.4	26.8	28.4	23.7	23.6	20.0	15.9	40.0	.5
Work with employers on a group basis (i.e., meetings) to obtain information about:												
54. current job openings, possible future job openings, and possible job layoffs	42	(243)	7.4	14.8	37.0	21.0	19.8	20.6	24.3	9.1	46.1	—
55. characteristics of desired employees	47	(270)	6.3	7.8	34.1	30.0	21.9	11.2	24.2	4.5	59.5	.7

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
56. changes in equipment, procedures, materials, theory which may affect course content	48	(275)	4.7	13.5	28.0	34.2	19.6	4.3	5.8	14.1	75.4	.4
57. sources of potential job information	51	(295)	3.4	10.2	34.2	29.5	22.7	16.3	32.7	4.1	46.6	.3
Work with employers on an individual basis to:												
58. identify potential placements for specific students	56	(321)	5.0	11.5	29.3	31.2	23.1	15.8	21.4	3.7	58.5	.6
59. refer the names of potential employees	60	(342)	3.2	12.0	28.1	33.6	23.1	15.5	21.3	3.2	59.9	—
60. arrange interviews with employers for students	57	(330)	3.0	11.2	27.9	29.1	28.8	17.0	25.8	2.4	52.4	2.4
61. bring employers to school to meet potential employees	39	(221)	12.2	18.6	24.9	20.8	23.5	13.6	25.3	14.0	47.1	—
62. develop job descriptions	37	(215)	6.5	13.0	26.0	31.2	23.3	12.6	23.7	5.1	57.7	.9
63. discuss services available from schools	42	(242)	5.4	12.4	33.1	27.7	21.5	15.3	32.6	16.5	35.5	—
Evaluate job placement services with employers to determine:												
64. employer opinions of placement services	27	(157)	6.4	14.0	32.5	22.9	24.2	28.7	21.0	12.7	36.9	.6

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
65. employer opinions of employees' performances on the job	47	(272)	4.0	9.9	32.0	28.3	25.7	13.6	13.6	4.4	67.3	1.1
On a group basis teach students about:												
66. different career areas and job characteristics	68	(391)	2.0	7.2	24.6	35.3	30.9	6.6	20.2	.8	72.4	—
67. job alternatives on the local, state, and national levels	56	(321)	3.4	10.6	29.3	34.9	21.8	8.7	18.7	1.6	71.0	—
68. job seeking, job application, and interview skills	69	(396)	2.0	7.3	23.7	32.8	34.1	8.3	15.7	.5	75.0	.5
69. proper work behaviors and attitudes	68	(389)	1.3	3.1	22.4	32.4	40.9	5.7	8.7	.5	85.1	—
70. legal requirements of employers (e.g., minimum wage, safety requirements, discrimination, etc.)	53	(303)	4.6	11.9	27.1	30.7	25.7	9.6	10.6	4.3	75.2	.3
Work with students on an individual basis to assess students':												
71. job seeking skills	66	(381)	3.7	7.6	28.1	32.8	27.8	9.4	12.9	1.3	76.1	.3
72. job application skills	65	(375)	3.2	8.0	27.5	32.3	29.1	9.1	14.7	.3	76.0	—

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
73. job interview skills	63	(361)	2.5	8.6	30.5	33.0	25.5	10.0	11.1	1.1	77.6	.3
74. job retention skills	55	(314)	3.5	8.3	30.6	34.4	23.2	9.2	8.9	1.3	79.6	1.0
Work with students on an individual basis to obtain information about:												
75. desired jobs	65	(373)	2.9	7.8	32.4	33.2	23.6	9.1	22.0	.8	67.6	.5
76. aptitudes and skills	63	(359)	3.1	5.8	31.2	33.7	26.2	6.7	22.6	1.1	69.1	.6
77. interests and values	62	(356)	3.4	6.7	33.4	32.0	24.4	5.6	20.8	1.1	71.9	.6
78. career decisions	66	(377)	3.4	6.6	29.7	35.0	25.2	7.4	34.2	.5	56.5	1.3
Work with students on an individual basis to:												
79. help students make career or specific job choices	61	(351)	2.6	10.8	25.4	37.6	23.6	7.1	31.9	1.4	59.0	.6
80. help students develop resumes	55	(314)	3.5	14.3	26.1	27.1	29.0	7.6	19.4	.6	72.1	.3

SDE 26-175-00
(This form becomes obsolete 6/30/80)

	Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
									Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
		%	n	1	2	3	4	5					
81.	help students arrange interviews	64	(367)	4.1	15.0	27.2	28.3	25.3	16.3	25.3	1.6	56.4	.3
82.	help students develop proper work behaviors and attitudes	69	(393)	1.8	4.6	21.9	37.9	33.8	3.6	5.6	2.0	88.3	.5
83.	help students select course work compatable with career goals	62	(355)	3.7	7.6	28.7	34.1	25.9	5.3	45.8	4.2	44.7	—
	Evaluate job placement services with students by:												
84.	monitoring students' performances on the job through on-site visits	40	(227)	9.3	12.8	22.9	33.9	21.1	19.4	8.8	2.2	68.7	.9
85.	obtaining students' opinions about placement services	35	(200)	6.5	17.0	29.5	26.5	20.5	19.0	23.0	2.5	54.5	1.0
86.	obtaining students' opinions about job satisfaction	48	(273)	4.8	11.7	34.8	26.4	22.3	12.5	13.6	1.8	71.7	.4
87.	maintain students' employment and salary histories for five years	28	(163)	14.1	14.7	24.5	17.8	28.8	20.2	23.9	6.7	47.9	1.2
88.	maintain accurate follow-up files on students for one year	55	(316)	3.8	5.7	22.8	26.3	41.5	14.2	25.3	5.4	54.4	.6

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on a group basis to share knowledge about:	%	n	1	2	3	4	5					
89. scope of job opportunities and occupational areas at local, state, and national levels	34	(195)	9.7	14.4	39.0	22.6	14.4	20.5	29.7	12.3	37.4	—
90. job placement and counseling techniques	34	(197)	6.6	15.7	37.1	22.8	17.8	20.3	46.2	6.1	27.4	—
91. developing or updating curriculum in order to meet job requirements	47	(267)	2.6	9.0	27.3	33.0	28.1	6.4	11.2	27.3	54.3	.7
92. emerging occupations	27	(156)	5.8	13.5	34.0	28.8	17.9	17.4	25.2	9.0	45.8	2.6
93. ways to eliminate sex-role stereotyping	37	(211)	3.3	11.8	44.5	20.4	19.9	8.1	29.9	24.2	37.4	.5
94. content of the courses they teach	41	(237)	3.0	6.3	27.8	34.2	28.7	7.1	12.2	21.8	58.4	.4
95. job placement opportunities	39	(224)	2.7	12.1	29.9	32.1	23.2	24.6	30.8	3.6	41.1	—
96. sources of information about potential jobs	41	(237)	3.0	11.8	34.2	30.0	21.1	23.2	30.4	2.5	43.5	.4
97. local employers' needs	39	(227)	3.5	14.1	30.0	28.6	23.8	23.3	21.6	7.9	46.7	.4
98. changes in equipment, procedures, materials, theory which may affect course contents	42	(239)	3.3	7.5	30.1	34.7	24.3	6.3	8.8	22.2	62.3	.4
99. skills and competencies required for specific jobs which may affect course content of curriculum	39	(221)	1.8	9.0	36.2	29.0	24.0	7.7	11.3	13.6	67.0	.5

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on an individual basis to evaluate:	%	n	1	2	3	4	5					
100. individual students' skills, academic achievement, and work attitudes	46	(264)	6.1	8.3	33.7	31.8	20.1	8.6	41.7	11.7	36.5	1.5
101. scope of job opportunities for individual students	38	(218)	4.1	11.5	32.6	32.6	19.3	20.3	34.1	4.1	40.6	.9
Work with the state and federal governments to obtain current resource information about:												
102. available placement services	37	(214)	6.1	16.8	31.8	28.5	16.8	24.3	34.1	13.6	28.0	—
103. changes in career patterns	35	(202)	6.4	17.8	30.2	27.2	18.3	17.3	37.1	9.9	35.1	.5
104. relevant booklets and pamphlets available	43	(247)	4.0	15.0	33.2	26.3	21.5	14.2	40.5	8.9	36.4	—
Work with parents and the community to obtain information about:												
105. needs for services	36	(205)	4.9	15.6	31.2	29.3	19.0	16.6	22.4	22.9	38.0	—
106. employment information	39	(223)	5.8	9.4	37.7	25.6	21.5	22.0	28.3	10.3	39.5	—
107. attitudes about sex-role stereotyping	27	(158)	3.8	16.5	37.3	23.4	19.0	12.7	30.4	25.3	31.6	—

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
								Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
	%	n	1	2	3	4	5					
108. attitudes about employment alternatives	27	(157)	4.5	15.3	38.2	22.9	19.1	21.7	32.5	9.6	35.7	.6
Educate parents and community about:												
109. programs offered by the school	62	(357)	3.1	11.2	27.7	33.1	24.9	6.7	31.7	41.7	18.8	1.1
110. kinds of courses being taught in the school	61	(346)	2.9	8.1	29.2	31.5	28.3	6.1	35.7	40.1	17.3	.9
111. changes in career patterns	30	(171)	3.5	14.6	28.1	30.4	23.4	12.4	40.0	19.4	26.5	1.8
112. sex-role stereotyping	29	(167)	3.6	16.8	33.5	25.7	20.4	11.4	40.7	27.5	20.4	—
113. students' competencies and capabilities	44	(255)	3.9	9.8	33.7	31.4	21.2	4.3	42.7	10.2	41.6	1.2
114. relevant booklets and pamplets available	39	(222)	5.9	13.5	31.5	26.1	23.0	8.5	50.7	17.5	22.9	.4
Evaluate job placement services with parents and community to determine:												
115. community opinions of placement services	21	(118)	2.5	20.3	37.3	20.3	19.5	27.4	24.8	24.8	22.2	.9

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Communicate with parents on an individual basis to:												
116. describe individual students' program and programs available	46	(264)	7.2	14.4	34.5	26.5	17.4	5.7	50.8	8.3	34.5	.8
117. discuss scope of job opportunities available to individual students	40	(228)	5.3	14.9	35.5	23.2	21.1	9.6	39.0	7.0	43.4	.9
118. discuss individual students' competencies capabilities, current achievements	45	(261)	5.0	10.3	35.6	29.9	19.2	1.5	41.4	4.6	52.1	.4
119. discuss individual students' work attitudes and behaviors	50	(287)	4.9	9.4	33.4	31.4	20.9	4.9	29.6	4.9	59.9	.7
Involve parents in:												
120. career awareness workshops	22	(126)	15.9	12.7	23.0	28.6	19.8	13.6	29.6	25.6	31.2	—
121. school functions	45	(256)	5.5	10.2	30.9	30.9	22.7	6.2	20.2	51.6	21.3	.8
122. club activities (FFA, FBLA, etc.)	37	(211)	4.7	17.1	29.4	26.5	22.3	3.3	8.1	13.7	73.5	1.4

Function	A Function is performed.		B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent					C Who most often performs this function?				
	%	n	1	2	3	4	5	Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Additional administrative activities:												
123. maintain and update a vocational placement library	28	(163)	8.6	17.2	30.7	24.5	19.0	20.4	35.2	21.6	21.6	1.2
124. maintain a comprehensive file on all students for five years	37	(211)	4.7	8.1	24.6	30.8	31.8	17.1	38.4	13.3	31.3	—
125. maintain a follow-up system for all graduates	46	(265)	4.2	9.8	23.8	27.5	34.7	19.2	39.6	11.7	29.4	—
126. Other (please specify)												

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

For Vocational Students and Program Graduates

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT:

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

___ A. Georgia
✓ B. South Carolina
___ C. Florida
___ D. Other

SDE 26-174-00
(This form becomes obsolete 6/30/80)

(n = 173)

Percentage of Students Responding

1. What type of school did you attend?

73.7 A. High school/junior high school
3.5 B. Comprehensive high school
22.8 C. Area vocational center
— D. Special institution

2. What is the size of your school?

14.1 A. Fewer than 500 students
44.1 B. Between 500 and 999 students
41.8 C. 1000 students or more

3. Were you enrolled in a vocational education program (such as Home Economics, Business and Office Services, Auto Mechanics, Cosmetology, Distributive Education, etc.)?

100.0 A. Yes
— B. No

4. How many years of vocational education did you complete at the high school level?

19.4 A. 1 year or less
49.4 B. 2 years
17.6 C. 3 years
13.5 D. 4 years or more

5. Did you receive a high school diploma?

83.4 A. Yes
16.6 B. No

6. What is your age?

— A. Under 16 years
9.8 B. 16-17 years
78.0 C. 18-19 years
9.8 D. 20-21 years
2.3 E. 22 years or older

7. What is your sex?

41.0 A. Male
59.0 B. Female

8. What is your ethnic or racial background?

3.0 A. American Indian/Alaskan Native
— B. Asian-American/Pacific Islander
51.8 C. Black--non-Hispanic
1.2 D. Hispanic
42.8 E. White--non-Hispanic
1.2 F. Other (please specify) ____________________

9. Are you currently employed?

36.6 A. Yes, full time
16.3 B. Yes, less than full time
47.1 C. No

Please check the sources of information below that were most helpful to you in obtaining your first job after leaving school.

10. 8.7 Your school guidance or placement service
11. 5.2 Other school staff
12. 6.9 Local employment agency
13. 4.6 Local industry
14. — National Alliance of Businessmen
15. 1.2 Local advisory council
16. 3.5 Current student
17. 1.7 Program graduate
18. — Craft advisory committees
19. 5.2 Industry training session
20. .6 State Department of Education
21. .6 State Department of Labor
22. 2.3 Other government agency
23. 3.5 Guidance or placement offices in other schools
24. 34.7 I located and applied for the job by myself.
25. 31.2 A friend or relative
26. 6.9 Other (please specify) ____________________

27. Were you ever in a co-op work program while in school?

22.3 A. Yes
77.7 B. No

If yes, please check the sources of information listed below that were most helpful to you in obtaining your co-op work program.

28. 8.1 Your school guidance or placement service
29. 5.8 Other school staff
30. 1.2 Local employment agency
31. — Local industry
32. .6 National Alliance of Businessmen
33. 1.2 Local advisory council
34. 2.9 Current student
35. 1.7 Program graduate
36. — Craft advisory committees
37. .6 Industry training session
38. .6 State Department of Education
39. — State Department of Labor
40. .6 Other government agency
41. 3.5 Guidance or placement offices in other schools
42. 5.8 I located and applied for the job by myself.
43. 6.9 A friend or relative
44. 1.7 Other (please specify) ______________________

45. Do you feel that the job placement service in your school helped you get a job in the field you were trained for?

46.9 A. Not at all
25.2 B. To a small extent
16.1 C. To a moderate extent
8.4 D. To a great extent
3.5 E. To a very great extent

46. Do you feel that the job placement opportunities provided to you by your school's job placement service were related to your field?

36.2 A. Not at all
24.1 B. To a small extent
18.4 C. To a moderate extent
13.5 D. To a great extent
7.8 E. To a very great extent

47. Do you feel that the school placement service made as much of an effort to get women jobs as it did to get men jobs?

10.6 A. Not at all
14.6 B. To a small extent
14.6 C. To a moderate extent
15.9 D. To a great extent
11.9 E. To a very great extent
32.5 F. I don't know

48. When talking with you about job opportunities, do you feel the job placement service considered jobs for you that are usually held by members of the opposite sex?

51.5 A. Not at all
22.0 B. To a small extent
16.7 C. To a moderate extent
7.6 D. To a great extent
2.3 E. To a very great extent

49. Did your job placement service ever discourage you from exploring or applying for a job because the job is usually held by members of the opposite sex?

3.6 A. Yes
96.4 B. No

If yes, what kind of job was it? ______________________________

50. Would you encourage a friend of yours to go through your school's job placement service to get a job?

33.1 A. Strongly encourage
50.0 B. Somewhat encourage
8.8 C. Somewhat discourage
8.1 D. Strongly discourage

51. Approximately how many times did you receive individual career counseling prior to graduation?

29.6 A. Not at all
35.2 B. 1 to 2 times
21.0 C. 3 to 4 times
8.6 D. 5 to 10 times
3.1 E. 11 to 15 times
2.5 F. 16 times or more

52. If you met with a counselor one or more times, how helpful do you feel the meeting(s) were?

34.0 A. Very helpful
27.2 B. Moderately helpful
25.2 C. Minimally helpful
13.6 D. Not at all helpful

Please check the following services that you feel are important for a vocational school's job placement service to offer.

A vocational school's job placement service should teach students about:

53. 74.6 the courses needed for different kinds of careers

54. 77.5 the skills needed for specific kinds of jobs

55. 59.5 different kinds of jobs available in the local area

56. 47.4 different kinds of jobs available in the state

57. 61.3 looking for jobs

58. 67.1 completing job applications

59. 49.7 writing resumes

60. 58.4 keeping a job (i.e., how to behave in a job)

61. 68.2 laws relating to working (e.g., minimum wage, contracts, safety laws, discrimination, etc.)

A vocational school's job placement service should work with individual students to:

62. 77.5 find out about their interests and skills

63. 78.6 tell them about the different kinds of jobs available that fit their interests and skills

64. 28.3 help them set up job cooperative programs

65. 53.8 help them arrange for interviews with employers

66. 60.1 Keep careful records for students that will help them get jobs after leaving school (e.g., records of courses taken, student's skills, letters of recommendation, work experience, address, etc.)

67. 37.0 Keep follow-up files on students up to date for at least five years

Please check only those services which apply to you.

My school's job placement service taught me about:

68. 31.2 the courses needed for different kinds of careers
69. 44.5 the skills needed for specific kinds of jobs
70. 28.9 different kinds of jobs available in the local area
71. 17.3 different kinds of jobs available in the state
72. 33.5 looking for jobs
73. 46.8 completing job applications
74. 29.5 writing resumes
75. 30.1 keeping a job (i.e., how to behave in a job)
76. 28.3 laws relating to working (e.g., minimum wage, contracts, safety laws, discrimination, etc.)

My school's job placement service has worked with me to:

77. 38.2 find out about my interests and skills
78. 35.8 tell me about the different kinds of jobs available that fit my interests and skills
79. 9.2 help me set up job cooperative programs
80. 20.8 help me arrange for interviews with employers
81. 16.2 Keep careful records that helped me to get jobs after leaving school (e.g., records of courses taken, letters of recommendation, work experience, address, etc.)
82. 13.9 Keep my file up to date
83. 4.0 Other (please specify) ____________________

Job Placement Services Goals and Functions
Mean Ratings and Number of Respondents in Parentheses of Administrators, Counselors, and Teachers

Goals of Job Placement Services	Mean Rating of the Extent to which Goals are Met 1 = Not at All 5 = To a Very Great Extent		
	Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
1. A job-placement philosophy will be established at each school or vocational center.	3.2 (114)	3.2 (150)	3.2 (324)
2. The guidance department will work closely with all existing advisory committees so that committees will have input in the placement system.	3.3 (116)	3.2 (156)	3.1 (349)
3. The guidance department will work to enhance the support of the administration, instructors, school (feeder) counselors, and other school officials to assist in the development of job activities within the school.	3.5 (118)	3.6 (190)	3.2 (350)
4. A complete reference section geared toward career information will be maintained and updated as often as possible.	3.7 (122)	3.8 (198)	3.4 (337)
5. An ongoing relationship among the vocational center and local business and industry will exist to meet the needs of students leaving the program with salable skills.	3.6 (115)	3.6 (156)	3.5 (370)
6. A comprehensive file that projects present and future employment needs will be maintained on business and industry.	3.1 (115)	3.1 (150)	3.0 (317)

		Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
7.	A comprehensive file with specific information on each client will be maintained on each graduate, each dropout with a marketable skill, and all co-op students.	2.8 (105)	2.8 (116)	3.3 (313)
8.	The department will provide students with experiences which will enable them to develop a pattern of understanding in the total employment process.	3.3 (112)	3.3 (164)	3.5 (349)
9.	The graduates available for placement shall be placed in the area trained or in a related area.	3.3 (109)	3.3 (143)	3.5 (357)
10.	An adequate follow-up system of all past graduates, dropouts with marketable skills, and present co-op students will be maintained.	3.3 (112)	3.1 (139)	3.5 (344)
11.	Other (please specify)			

Functions of Job Placement Services	Mean Rating of the Extent to which Function is Performed 1 = Not at All 5 = To a Very Great Extent		
	Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
12. Educate employers (e.g., students available, kinds of courses and services offered by school, etc.).	3.2 (115)	3.0 (147)	3.1 (353)
13. Work with employers on a group basis to obtain information, (e.g., job opportunities, job characteristics, characteristics of desired employees, sources of job opportunity information, etc.).	3.0 (98)	2.9 (131)	3.0 (326)
14. Work with employers on an individual basis (e.g., make specific referrals, develop job descriptions, identify job characteristics which affect instructional programs, etc.).	3.2 (105)	2.9 (145)	3.1 (323)
15. On a group basis, teach students job development skills (e.g., job seeking, job application, and job retention skills; and matching job opportunities with interests, abilities, values, course work, etc.).	3.6 (121)	3.5 (185)	3.6 (356)
16. Work with students on an individual basis (e.g., discuss job alternatives, attitudes, skills, interests, and abilities, etc.).	3.6 (124)	3.6 (199)	3.6 (370)

		Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
17.	Educate teachers (e.g., job placement, job oppprtunities, changes in job patterns, changes in job requirements, etc.).	2.9 (110)	2.8 (154)	2.9 (306)
18.	Share information with teachers (e.g., job placement opportunities, sources of job placement information, changes in job requirements, etc.).	3.0 (112)	3.2 (176)	3.1 (346)
19.	Work with teachers on an individual basis to evaluate students (e.g., skills, capabilities, academic achievement, attitudes, interests, scope of job opportunities, etc.).	3.2 (97)	3.4 (175)	3.0 (313)
20.	Work with parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	2.8 (104)	2.7 (149)	2.7 (291)
21.	Educate parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).	2.7 (101)	2.6 (134)	2.8 (287)
22.	Communicate with parents on an individual basis (e.g., report students' competencies, achievements, work attitudes, behaviors, job alternatives, etc.).	3.0 (99)	3.3 (159)	3.0 (304)
23.	Involve parents in career awareness and job placement (e.g., workshops, club functions, school functions etc.).	2.5 (97)	2.6 (136)	2.6 (289)
24.	Develop good public relations with the community.	3.5 (120)	3.7 (194)	3.7 (369)
25.	Other (please specify)			

Job Placement Services Functions	Mean Rating of the Extent to which Function is Provided 1 = Not at All 5 = To a Very Great Extent		
	Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
Educate employers about:			
26. the number of students available for various kinds of jobs and cooperative programs	3.1 (119)	3.2 (149)	3.3 (333)
27. the kinds of courses being taught in the school and the kinds of job capabilities of students.	3.5 (124)	3.4 (155)	3.5 (364)
28. the ways of contacting school personnel in order to solicit applications	3.3 (107)	3.1 (137)	3.4 (286)
29. the legal requirements of hiring policies	3.2 (76)	3.1 (65)	3.5 (194)
Work with employers on a group basis (i.e., meetings) to obtain information about:			
30. current job openings, possible future job openings, and possible job layoffs	3.3 (93)	3.3 (106)	3.3 (243)
31. characteristics of desired employees	3.5 (99)	3.3 (92)	3.5 (270)
32. changes in equipment, procedures, materials, theory which may affect course content	3.3 (89)	3.4 (91)	3.5 (275)
33. sources of potential job information	3.4 (98)	3.3 (108)	3.6 (295)

	Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
Work with employers on an individual basis to:			
34. identify potential placements for specific students	3.4 (106)	3.4 (165)	3.6 (321)
35. refer the names of potential employees	3.4 (114)	3.4 (157)	3.6 (342)
36. arrange interviews with employers for students	3.4 (107)	3.3 (152)	3.7 (330)
37. bring employers to school to meet potential employees	3.0 (88)	3.1 (116)	3.2 (221)
38. develop job descriptions	3.0 (62)	3.1 (78)	3.5 (215)
39. discuss services available from schools	3.3 (86)	3.3 (120)	3.5 (242)
Evaluate job placement services with employers to determine:			
40. employer opinions of placement services	3.0 (47)	3.1 (57)	3.4 (157)
41. employer opinions of employees' performances on the job	3.3 (83)	3.1 (89)	3.6 (272)

		Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
On a group basis teach students about:				
42.	different career areas and job characteristics	3.6 (130)	3.7 (201)	3.9 (391)
43.	job alternatives on the local, state, and national levels	3.2 (110)	3.3 (174)	3.6 (321)
44.	job seeking, job application, and interview skills	3.6 (121)	3.4 (195)	3.9 (396)
45.	proper work behaviors and attitudes	3.5 (118)	3.5 (186)	4.1 (389)
46.	legal requirements of employers (e.g., minimum wage, safety requirements, discrimination, etc.)	3.3 (94)	3.2 (128)	3.6 (303)
Work with students on an individual basis to assess students':				
47.	job seeking skills	3.3 (117)	3.2 (181)	3.7 (381)
48.	job application skills	3.4 (122)	3.3 (162)	3.8 (375)
49.	job interview skills	3.4 (121)	3.2 (190)	3.7 (361)
50.	job retention skills	3.3 (104)	3.2 (158)	3.7 (314)
Work with students on an individual basis to obtain information about:				
51.	desired jobs	3.5 (127)	3.6 (205)	3.7 (373)

		Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
52.	aptitudes and skills	3.5 (127)	3.7 (205)	3.7 (359)
53.	interests and values	3.4 (132)	3.7 (200)	3.7 (356)
54.	career decisions	3.5 (131)	3.7 (210)	3.7 (377)
Work with students on an individual basis to:				
55.	help students make career or specific job choices	3.4 (126)	3.6 (204)	3.7 (351)
56.	help students develop resumes	3.0 (99)	3.0 (156)	3.6 (314)
57.	help students arrange interviews	3.2 (124)	3.1 (180)	3.6 (367)
58.	help students develop proper work behaviors and attitudes	3.6 (121)	3.3 (172)	4.0 (393)
59.	help students select course work compatable with career goals	3.6 (130)	3.9 (197)	3.7 (355)
Evaluate job placement services with students by:				
60.	monitoring students' performances on the job through on-site visits	3.4 (79)	3.1 (95)	3.4 (227)
61.	obtaining students' opinions about placement services	3.3 (70)	3.0 (72)	3.4 (200)
62.	obtaining students' opinions about job satisfaction	3.3 (81)	3.0 (97)	3.5 (273)
63.	maintain students' employment and salary histories for five years	3.0 (56)	3.1 (38)	3.3 (163)
64.	maintain accurate follow-up files on students for one year	3.8 (113)	3.8 (104)	4.0 (316)

		Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
Work with teachers on a group basis to share knowledge about:				
65.	scope of job opportunities and occupational areas at local, state, and national levels	3.1 (90)	2.9 (97)	3.2 (195)
66.	job placement and counseling techniques	3.2 (92)	3.0 (88)	3.3 (197)
67.	developing or updating curriculum in order to meet job requirements	3.4 (110)	3.4 (137)	3.7 (267)
68.	emerging occupations	3.2 (80)	3.0 (73)	3.4 (156)
69.	ways to eliminate sex-role stereotyping	3.4 (100)	3.3 (105)	3.4 (211)
70.	content of the courses they teach	3.5 (100)	3.4 (116)	3.8 (237)
71.	job placement opportunities	3.3 (100)	3.1 (102)	3.6 (224)
72.	sources of information about potential jobs	3.3 (91)	3.3 (113)	3.5 (237)
73.	local employers' needs	3.4 (103)	3.2 (101)	3.6 (227)
74.	changes in equipment, procedures, materials, theory which may affect course contents	3.3 (91)	3.2 (90)	3.7 (239)
75.	skills and competencies required for specific jobs which may affect course content of curriculum	3.4 (81)	3.2 (111)	3.6 (221)

	Administrators	Counselors	Teachers
	$\bar{x}$	$\bar{x}$	$\bar{x}$
Work with teachers on an individual basis to evaluate:			
76. individual students' skills, academic achievement, and work attitudes	3.3 (115)	3.5 (181)	3.5 (264)
77. scope of job opportunities for individual students	3.1 (94)	3.0 (111)	3.5 (218)
Work with the state and federal governments to obtain current resource information about:			
78. available placement services	3.3 (104)	3.4 (133)	3.3 (214)
79. changes in career patterns	3.2 (94)	3.2 (137)	3.3 (202)
80. relevant booklets and pamphlets available	3.4 (106)	3.5 (169)	3.5 (247)
Work with parents and the community to obtain information about:			
81. needs for services	3.1 (101)	2.9 (89)	3.4 (205)
82. employment information	3.1 (96)	3.1 (96)	3.5 (223)
83. attitudes about sex-role stereotyping	3.0 (79)	2.9 (64)	3.4 (158)
84. attitudes about employment alternatives	3.0 (66)	2.8 (64)	3.4 (157)

		Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
Educate parents and community about:				
85.	programs offered by the school	3.7 (131)	3.7 (193)	3.7 (357)
86.	kinds of courses being taught in the school	3.8 (125)	3.9 (199)	3.7 (346)
87.	changes in career patterns	3.2 (89)	3.0 (98)	3.6 (171)
88.	sex-role stereotyping	3.2 (85)	3.1 (92)	3.4 (167)
89.	students' competencies and capabilities	3.4 (98)	3.5 (157)	3.6 (255)
90.	relevant booklets and pamplets available	3.3 (93)	3.3 (128)	3.5 (222)
Evaluate job placement services with parents and community to determine:				
91.	community opinions of placement services	2.9 (48)	2.8 (37)	3.3 (118)
Communicate with parents on an individual basis to:				
92.	describe individual students' program and programs available	3.2 (104)	3.4 (170)	3.3 (264)
93.	discuss scope of job opportunities available to individual students	3.1 (84)	3.0 (115)	3.4 (228)
94.	discuss individual students' competencies capabilities, current achievements	3.3 (98)	3.5 (165)	3.5 (261)
95.	discuss individual students' work attitudes and behaviors	3.4 (101)	3.3 (141)	3.5 (287)

	Administrators $\bar{x}$	Counselors $\bar{x}$	Teachers $\bar{x}$
Involve parents in:			
96. career awareness workshops	2.7 (56)	3.0 (55)	3.2 (126)
97. school functions	3.4 (109)	3.4 (153)	3.6 (256)
98. club activities (FFA, FBLA, etc.)	3.4 (91)	3.3 (106)	3.4 (211)
Additional administrative activities:			
99. maintain and update a vocational placement library	3.0 (76)	3.2 (82)	3.3 (163)
100. maintain a comprehensive file on all students for five years	3.3 (79)	3.5 (64)	3.8 (211)
101. maintain a follow-up system for all graduates	3.3 (109)	3.4 (136)	3.8 (265)
102. Other (please specify)			

APPENDIX B

South Carolina

Job Placement Services Effectiveness Survey

SURVEY OBJECTIVES

Revised November 26, 1979

Job Placement Services Effectiveness Survey

SURVEY OBJECTIVES

The following objectives have been developed in response to issues raised in the RFP and responses to NES questions concerning the RFP. During the initial planning meeting of November 20, 1979, the preliminary survey objectives were reviewed. The following objectives were revised according to decisions made during the meeting.

For each objective the probable type of question to be used is specified as are the respondent groups for whom the questions will be intended. Also specified are objectives which will be addressed through data analysis procedures.

Objectives	Question Type*	Respondents**
Scope of the Job Placement Service		
1. Determine the major goals and objectives for job placement services in schools.	M/O	P, C, A, T, S
2. Determine the extent to which job placement services are meeting goals and objectives.	DA	P, C, A, T, S
3. Determine the extent to which job placement services involve working with students to develop resumes and other job application skills.	M	P, C, A, T, S
4. Determine the extent to which job placement services involve working with employers to create jobs and develop broad job requirements (excluding specific restrictions by sex and handicap).	M	P, C, A, T,
5. Determine the extent to which job placement services involve working with all school staff to deal with job placement.	M	P, C, A, T

*Question Type: D= dichotomous response (i.e., yes/no), M= multiple-choice, O= open-ended response, R= rating scale, DA= information will be obtained through data analysis.

**Respondents: P= vocational placement personnel, C= counselors, A= administrators, T= vocational teachers, S= students.

	Objectives	Question Type*	Respondents**
6.	Determine the extent to which job placement services involve working with other groups to improve job placement (e.g., community groups, trade associations, media, other schools and employment agencies.	M	P, C, A, T
7.	Determine the extent to which job placement services involve working with students to define goals and objectives.	M	P, C, A, T, S
	Functions of the Job Placement Service		
8.	Determine, from a list of pre-prepared functions, whether or not the functions are performed in schools.	D/O	P, C, A, T, S
9.	Determine which personnel have primary responsibility for specific functions in schools.	M	P, C, A, T, S
	Responsibility for Functions		
10.	Determine the extent to which personnel perform specific functions.	R	P, C, A, T, S
	Effectiveness of the Job Placement Service		
11.	Determine the effectiveness of job placement services. For example: a) percentage students counseled; b) percentage students placed; c) percentage students placed in relevant jobs; d) percentage students adjusted for local job opportunities; e) quality of placements (student view)	M/O/R	P, C, A, T, S
12.	Determine the characteristics of effective job placement programs in South Carolina.	DA	P, C, A, T, S

Objectives	Question Type*	Respondents**
13. Determine which job placement programs are most effective.	DA	P, C, A, T, S
Sex Bias and Sex Role Stereotyping		
14. Determine whether or not job placement programs are performing functions which help to overcome sex bias and sex-role stereotyping.	DA	P, C, A, T, S
Changes in the Job Placement Services		
15. Determine the perceived primary strengths and weaknesses of the job placement programs in South Carolina.	O	P, C, A, T, S
16. Determine remedies for listed weaknesses.	O	P, C, A, T, S

Job Placement Service: Functions

A. Gather information (Sources and types of information)

1. Employers:
    a. current job openings
    b. possible future job openings
    c. possible future job lay-offs
    d. desired employee characteristics
    e. changes in equipment, procedures, materials, and theory

2. Students:
    a. desired jobs
    b. aptitudes and interests
    c. competencies
    d. career decision-making skills
    e. job search, application, and interview skills
    f. job retention skills

3. Teachers:
    a. student information
    b. knowledge of job opportunities and emerging occupations
    c. knowledge of sex-role stereotyping
    d. changing occupational patterns
    e. sources of information about occupations
    f. course content they teach

Job Placement Service: Functions
(Continued)

4. Community:
   - a. attitudes about jobs, students, sex-role stereotyping
   - b. attitudes about their children's employment alternatives
   - c. employment information sources

5. Government:
   - a. booklets
   - b. services
   - c. people

B. Educate (learner's objectives; process)

1. Employers:
   - a. students available for jobs
   - b. students available for internships
   - c. courses at schools
   - d. contacts through schools and counselors
   - e. legal requirements

2. Student:
   - a. career-decision making
   - b. job search, application, and interviewing
   - c. job opportunities

3. Teachers:
   - a. job placement techniques
   - b. counseling
   - c. sex-role stereotyping

Job Placement Service: Functions
(Continued)

4. Community:
    - a. courses at school
    - b. changing career patterns
    - c. student characteristics

C. Distribute information (recipients; types; modes)

1. Employers:
    - a. names of potential employees
    - b. course content
    - c. services available from schools
2. Students:
    - a. job opportunities
    - b. sources of more information about jobs
    - c. description of area employers
3. Teachers:
    - a. job possibilities
    - b. local employers' needs

D. Evaluation (respondents; types of data)

1. Employers:
    - a. opinions of employee
    - b. performance of employee
2. Students:
    - a. opinions about job satisfaction
    - b. salary history for one year
    - c. added on-the-job training
3. Community:
    - a. opinions

APPENDIX C

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

For School Administrators

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

DIRECTIONS FOR SECTIONS I AND II

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

___ A. Georgia
✓ B. South Carolina
___ C. Florida
___ D. Other

DE 26-172-00
This form becomes obsolete 6/30/80)

SECTION I

1. In what type of school are you currently working?

    ___ A. High school/junior high school
    ___ B. Comprehensive high school
    ___ C. Area vocational center
    ___ D. Special institution

2. What is the size of your school?

    ___ A. Fewer than 500 students
    ___ B. Between 500 and 999 students
    ___ C. 1000 students or more

3. At the end of this school year, how many years of experience have you had in vocational education?

    ___ A. None
    ___ B. First year
    ___ C. 1-4 years
    ___ D. 5-9 years
    ___ E. 10 years or more

4. What is your age?

    ___ A. Under 30 years
    ___ B. 30-39 years
    ___ C. 40-49 years
    ___ D. 50 years or older

SDE 26-172-00
(This form becomes obsolete 6/30/80)

5. What is your sex?

___ A. Male
___ B. Female

6. What is your ethnic or racial background?

___ A. American Indian/Alaskan Native
___ B. Asian-American/Pacific Islander
___ C. Black--non-Hispanic
___ D. Hispanic
___ E. White--non-Hispanic
___ F. Other (please specify) ______________________________

7. What is the highest level of education which you have achieved?

___ A. Less than high school
___ B. High school diploma or equivalent
___ C. TEC diploma
___ D. Associate's degree/two years of college
___ E. Three-year nursing degree
___ F. Bachelor's degree/four years of college
___ G. Master's degree/six years of college
___ H. Doctoral degree

SECTION II

The structure of job placement programs is very different in various schools. Some of the following questions use the term job placement services. Job placement services refer to the job placement activities a school undertakes to place students in jobs and to the people responsible for those activities.

Please check the following sources of information that have been used within the past two years by your job placement services to obtain employment opportunity information for your vocational students.

8. ___ Other school staff
9. ___ Local employment agencies
10. ___ Local industry
11. ___ National Alliance of Businessmen
12. ___ Local advisory council
13. ___ Current students
14. ___ Program graduate
15. ___ Craft advisory committees
16. ___ Industry training session
17. ___ State Department of Education
18. ___ State Department of Labor
19. ___ Other government agency
20. ___ Guidance or placement offices in other schools
21. ___ Other (please specify)______________________________

22. Of the students graduating from your school last year, approximately what percentage did your job placement service place?

___ A. 0 to 5 percent
___ B. 6 to 10 percent
___ C. 11 to 20 percent
___ D. 21 to 30 percent
___ E. 31 to 40 percent
___ F. 41 to 50 percent
___ G. 51 percent or more

23. Approximately what percentage of your students receive career counseling on an individual basis from your job placement service prior to graduation?

___ A. 0 to 20 percent
___ B. 21 to 40 percent
___ C. 41 to 60 percent
___ D. 61 to 80 percent
___ E. 81 to 100 percent

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Read each of the following goals. Check Column A if you feel this is a goal of the job placement service in your school. Rate the extent to which you feel that this goal is met by the job placement service provided by your school.

Goal	A Goal of Job Placement	Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent
24. A job-placement philosophy will be established at each school or vocational center.		1 2 3 4 5
25. The guidance department will work closely with all existing advisory committees so that committees will have input in the placement system.		1 2 3 4 5
26. The guidance department will work to enhance the support of the administration, instructors, school (feeder) counselors, and other school officials to assist in the development of job activities within the school.		1 2 3 4 5
27. A complete reference section geared toward career information will be maintained and updated as often as possible.		1 2 3 4 5
28. An ongoing relationship among the vocational center and local business and industry will exist to meet the needs of students leaving the program with salable skills.		1 2 3 4 5
29. A comprehensive file that projects present and future employment needs will be maintained on business and industry.		1 2 3 4 5

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Goal	A Goal of Job Placement	Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent
30. A comprehensive file with specific information on each client will be maintained on each graduate, each dropout with a marketable skill, and all co-op students.		1 2 3 4 5
31. The department will provide students with experiences which will enable them to develop a pattern of understanding in the total employment process.		1 2 3 4 5
32. The graduates available for placement shall be placed in the area trained or in a related area.		1 2 3 4 5
33. An adequate follow-up system of all past graduates, dropouts with marketable skills, and present co-op students will be maintained.		1 2 3 4 5
34. Other (please specify) ____________________ ____________________		1 2 3 4 5

Read each of the following functions. Check Column A if you feel this is a function of the job placement service in your school. Rate the extent to which you feel that this function is performed by the job placement service provided by your school.

Function	A Function of Job Placement	Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent
35. Educate employers (e.g., students available, kinds of courses and services offered by school, etc.).		1 2 3 4 5
36. Work with employers on a group basis to obtain information, (e.g., job opportunities, job characteristics, characteristics of desired employees, sources of job opportunity information, etc.).		1 2 3 4 5
37. Work with employers on an individual basis (e.g., make specific referrals, develop job descriptions, identify job characteristics which affect instructional programs, etc.).		1 2 3 4 5
38. On a group basis, teach students job development skills (e.g., job seeking, job application, and job retention skills; and matching job opportunities with interests, abilities, values, course work, etc.).		1 2 3 4 5
39. Work with students on an individual basis (e.g., discuss job alternatives, attitudes, skills, interests, and abilities, etc.).		1 2 3 4 5
40. Educate teachers (e.g., job placement, job oppprtunities, changes in job patterns, changes in job requirements, etc.).		1 2 3 4 5

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function of Job Placement	Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent
41. Share information with teachers (e.g., job placement opportunities, sources of job placement information, changes in job requirements, etc.).		1 2 3 4 5
42. Work with teachers on an individual basis to evaluate students (e.g., skills, capabilities, academic achievement, attitudes, interests, scope of job opportunities, etc.).		1 2 3 4 5
43. Work with parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).		1 2 3 4 5
44. Educate parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).		1 2 3 4 5
45. Communicate with parents on an individual basis (e.g., report students' competencies, achievements, work attitudes, behaviors, job alternatives, etc.).		1 2 3 4 5
46. Involve parents in career awareness and job placement (e.g., workshops, club functions, school functions, etc.).		1 2 3 4 5
47. Develop good public relations with the community.		1 2 3 4 5
48. Other (please specify) ____________________ ____________________		1 2 3 4 5

SDE 26-172-00
(This form becomes obsolete 6/30/80)

DIRECTIONS FOR SECTION III

A. Read each of the following functions. Check A if this is performed in your school.

B. Rate the extent to which this service is provided in your school. Circle one number.

C. Check the one column that indicates who most often performs this function.

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Educate employers about:							
49. the number of students available for various kinds of jobs and cooperative programs		1 2 3 4 5					
50. the kinds of courses being taught in the school and the kinds of job capabilities of students.		1 2 3 4 5					
51. the ways of contacting school personnel in order to solicit applications		1 2 3 4 5					
52. the legal requirements of hiring policies		1 2 3 4 5					
Work with employers on a group basis to obtain information about:							
53. current job openings, possible future job openings, and possible job layoffs		1 2 3 4 5					
54. characteristics of desired employees		1 2 3 4 5					

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
55. changes in equipment, procedures, materials, theory which may affect course content		1 2 3 4 5					
56. sources of potential job information		1 2 3 4 5					
Work with employers on an individual basis to:							
57. identify potential placements for specific students		1 2 3 4 5					
58. refer the names of potential employees		1 2 3 4 5					
59. arrange interviews with employers for students		1 2 3 4 5					
60. bring employers to school to meet potential employees		1 2 3 4 5					
61. develop job descriptions		1 2 3 4 5					
62. discuss services available from schools		1 2 3 4 5					
Evaluate job placement services with employers to determine:							

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
64. employer opinions of employees' performances on the job		1 2 3 4 5					
On a group basis teach students about:							
65. different career areas and job characteristics		1 2 3 4 5					
66. job alternatives on the local, state, and national levels		1 2 3 4 5					
67. job seeking, job application, and interview skills		1 2 3 4 5					
68. proper work behaviors and attitudes		1 2 3 4 5					
69. legal requirements of employers (e.g., minimum wage, safety requirements, discrimination, etc.)		1 2 3 4 5					
Work with students on an individual basis to assess students':							
70. job seeking skills		1 2 3 4 5					
71. job application skills		1 2 3 4 5					

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
72. job interview skills		1 2 3 4 5					
73. job retention skills		1 2 3 4 5					
Work with students on an individual basis to obtain information about:							
74. desired jobs		1 2 3 4 5					
75. aptitudes and skills		1 2 3 4 5					
76. interests and values		1 2 3 4 5					
77. career decisions		1 2 3 4 5					
Work with students on an individual basis to:							
78. help students make career or specific job choices		1 2 3 4 5					
79. help students develop resumes		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
80. help students arrange interviews		1 2 3 4 5					
81. help students develop proper work behaviors and attitudes		1 2 3 4 5					
82. help students select course work compatable with career goals		1 2 3 4 5					
Evaluate job placement services with students by:							
83. monitoring students' performances on the job through on-site visits		1 2 3 4 5					
84. obtaining students' opinions about placement services		1 2 3 4 5					
85. obtaining students' opinions about job satisfaction		1 2 3 4 5					
86. maintain students' employment and salary histories for five years		1 2 3 4 5					
87. maintain accurate follow-up files on students for one year		1 2 3 4 5					

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on a group basis to share knowledge about:							
88. scope of job opportunities and occupational areas at local, state, and national levels		1 2 3 4 5					
89. job placement and counseling techniques		1 2 3 4 5					
90. developing or updating curriculum in order to meet job requirements		1 2 3 4 5					
91. emerging occupations		1 2 3 4 5					
92. ways to eliminate sex-role stereotyping		1 2 3 4 5					
93. content of the courses they teach		1 2 3 4 5					
94. job placement opportunities		1 2 3 4 5					
95. sources of information about potential jobs		1 2 3 4 5					
96. local employers' needs		1 2 3 4 5					
97. changes in equipment, procedures, materials, theory which may affect course contents		1 2 3 4 5					
98. skills and competencies required for specific jobs which may affect course content of curriculum		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on an individual basis to evaluate:							
99. individual students' skills, academic achievement, and work attitudes		1 2 3 4 5					
100. scope of job opportunities for individual students		1 2 3 4 5					
Work with the state and federal governments to obtain current resource information about:							
101. available placement services		1 2 3 4 5					
102. changes in career patterns		1 2 3 4 5					
103. relevant booklets and pamphlets available		1 2 3 4 5					
Work with parents and the community to obtain information about:							
104. needs for services		1 2 3 4 5					
105. employment information		1 2 3 4 5					
106. attitudes about sex-role stereotyping		1 2 3 4 5					

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
107. attitudes about employment alternatives		1 2 3 4 5					
Educate parents and community about:							
108. programs offered by the school		1 2 3 4 5					
109. kinds of courses being taught in the school		1 2 3 4 5					
110. changes in career patterns		1 2 3 4 5					
111. sex-role stereotyping		1 2 3 4 5					
112. students' competencies and capabilities		1 2 3 4 5					
113. relevant booklets and pamplets available		1 2 3 4 5					
Evaluate job placement services with parents and community to determine:							
114. community opinions of placement services		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Communicate with parents on an individual basis to:							
115. describe individual students' program and programs available		1 2 3 4 5					
116. discuss scope of job opportunities available to individual students		1 2 3 4 5					
117. discuss individual students' competencies capabilities, current achievements		1 2 3 4 5					
118. discuss individual students' work attitudes and behaviors		1 2 3 4 5					
Involve parents in:							
119. career awareness workshops		1 2 3 4 5					
120. school functions		1 2 3 4 5					
121. club activities (FFA, FBLA, etc.)		1 2 3 4 5					

SDE 26-172-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Additional administrative activities:							
122. maintain and update a vocational placement library		1 2 3 4 5					
123. maintain a comprehensive file on all students for five years		1 2 3 4 5					
124. maintain a follow-up system for all graduates		1 2 3 4 5					
125. Other (please specify)		1 2 3 4 5					

What do you feel are the primary strengths of the job placement program in your school?

____
____
____
____
____
____
____
____
____

What do you feel are the primary weaknesses of the job placement program in your school?

____
____
____
____
____
____
____
____
____

SDE 26-172-00
(This form becomes obsolete 6/30/80

What do you need to correct those weaknesses and for what purpose?

What do you need	Purpose

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

For Vocational Placement Personnel and School Counselors

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT:

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

DIRECTIONS FOR SECTIONS I AND II

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

___ A. Georgia
✓ B. South Carolina
___ C. Florida
___ D. Other

SDE 26-173-00
(This form becomes obsolete 6/30/80)

SECTION I

1. In what type of school are you currently working?

___ A. High school/junior high school
___ B. Comprehensive high school
___ C. Area vocational center
___ D. Special institution

2. What is the size of your school?

___ A. Fewer than 500 students
___ B. Between 500 and 999 students
___ C. 1000 students or more

3. Which of the following positions best describes your current role in the school?

___ A. Vocational placement director
___ B. Comprehensive high school counselor
___ C. Comprehensive high school vocational counselor

4. At the end of this school year, how many years of experience have you had in vocational placement?

___ A. First year
___ B. 1-4 years
___ C. 5-9 years
___ D. 10 years or more

SDE 26-173-00
(This form becomes obsolete 6/30/80)

5. What is your current work load as a counselor or placement director?

___ A. full-time load
___ B. Less than a full-time load

6. What is your age?

___ A. Under 30 years
___ B. 30-39 years
___ C. 40-49 years
___ D. 50 years or older

7. What is your sex?

___ A. Male
___ B. Female

8. What is your ethnic or racial background?

___ A. American Indian/Alaskan Native
___ B. Asian-American/Pacific Islander
___ C. Black--non-Hispanic
___ D. Hispanic
___ E. White--non-Hispanic
___ F. Other (please specify) ______________________________

SDE 26-173-00
(This form becomes obsolete 6/30/80)

9. What is the highest level of education which you have achieved?

___ A. Less than high school
___ B. High school diploma or equivalent
___ C. TEC diploma
___ D. Associate's degree/two years of college
___ E. Three-year nursing degree
___ F. Bachelor's degree/four years of college
___ G. Master's degree/six years of college
___ H. Doctoral degree

SDE 26-173-00
(This form becomes obsolete 6/30/80)

SECTION II

The structure of job placement programs is very different in various schools. Some of the following questions use the term job placement services. Job placement services refer to the job placement activities a school undertakes to place students in jobs and to the people responsible for those activities.

Please check the following sources of information that you have used within the past two years to obtain employment opportunity information for your vocational students.

10. ___ Other school staff
11. ___ Local employment agencies
12. ___ Local industry
13. ___ National Alliance of Businessmen
14. ___ Local advisory council
15. ___ Current students
16. ___ Program graduate
17. ___ Craft advisory committees
18. ___ Industry training session
19. ___ State Department of Education
20. ___ State Department of Labor
21. ___ Other government agency
22. ___ Guidance or placement offices in other schools
23. ___ Other (please specify)________________________________

24. Of the students graduating from your school last year, approximately what percentage did your job placement service place?

___ A. 0 to 5 percent
___ B. 6 to 10 percent
___ C. 11 to 20 percent
___ D. 21 to 30 percent
___ E. 31 to 40 percent
___ F. 41 to 50 percent
___ G. 51 percent or more

25. Approximately what percentage of your students receive career counseling on an individual basis from your job placement service prior to graduation?

___ A. 0 to 20 percent
___ B. 21 to 40 percent
___ C. 41 to 60 percent
___ D. 61 to 80 percent
___ E. 81 to 100 percent

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Read each of the following goals. Check Column A if you feel this is a goal of the job placement service in your school. Rate the extent to which you feel that this goal is met by the job placement service provided by your school.

Goal	A Goal of Job Placement	Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent
26. A job-placement philosophy will be established at each school or vocational center.		1 2 3 4 5
27. The guidance department will work closely with all existing advisory committees so that committees will have input in the placement system.		1 2 3 4 5
28. The guidance department will work to enhance the support of the administration, instructors, school (feeder) counselors, and other school officials to assist in the development of job activities within the school.		1 2 3 4 5
29. A complete reference section geared toward career information will be maintained and updated as often as possible.		1 2 3 4 5
30. An ongoing relationship among the vocational center and local business and industry will exist to meet the needs of students leaving the program with salable skills.		1 2 3 4 5
31. A comprehensive file that projects present and future employment needs will be maintained on business and industry.		1 2 3 4 5

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Goal	A Goal of Job Placement	Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent
32. A comprehensive file with specific information on each client will be maintained on each graduate, each dropout with a marketable skill, and all co-op students.		1 2 3 4 5
33. The department will provide students with experiences which will enable them to develop a pattern of understanding in the total employment process.		1 2 3 4 5
34. The graduates available for placement shall be placed in the area trained or in a related area.		1 2 3 4 5
35. An adequate follow-up system of all past graduates, dropouts with marketable skills, and present co-op students will be maintained.		1 2 3 4 5
36. Other (please specify) ____________________ ____________________		1 2 3 4 5

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Read each of the following functions. Check Column A if you feel this is a function of the job placement service in your school. Rate the extent to which you feel that this function is performed by the job placement service provided by your school.

Function	A Function of Job Placement	Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent
37. Educate employers (e.g., students available, kinds of courses and services offered by school, etc.).		1 2 3 4 5
38. Work with employers on a group basis to obtain information, (e.g., job opportunities, job characteristics, characteristics of desired employees, sources of job opportunity information, etc.).		1 2 3 4 5
39. Work with employers on an individual basis (e.g., make specific referrals, develop job descriptions, identify job characteristics which affect instructional programs, etc.).		1 2 3 4 5
40. On a group basis, teach students job development skills (e.g., job seeking, job application, and job retention skills; and matching job opportunities with interests, abilities, values, course work, etc.).		1 2 3 4 5
41. Work with students on an individual basis (e.g., discuss job alternatives, attitudes, skills, interests, and abilities, etc.).		1 2 3 4 5
42. Educate teachers (e.g., job placement, job oppprtunities, changes in job patterns, changes in job requirements, etc.).		1 2 3 4 5

Function	A Function of Job Placement	Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent
43. Share information with teachers (e.g., job placement opportunities, sources of job placement information, changes in job requirements, etc.).		1 2 3 4 5
44. Work with teachers on an individual basis to evaluate students (e.g., skills, capabilities, academic achievement, attitudes, interests, scope of job opportunities, etc.).		1 2 3 4 5
45. Work with parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).		1 2 3 4 5
46. Educate parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).		1 2 3 4 5
47. Communicate with parents on an individual basis (e.g., report students' competencies, achievements, work attitudes, behaviors, job alternatives, etc.).		1 2 3 4 5
48. Involve parents in career awareness and job placement (e.g., workshops, club functions, school functions, etc.).		1 2 3 4 5
49. Develop good public relations with the community.		1 2 3 4 5
50. Other (please specify) __________ __________		1 2 3 4 5

SDE 26-173-00
(This form becomes obsolete 6/30/80)

DIRECTIONS FOR SECTION III

A. Read each of the following functions. Check A if this is performed in your school.

B. Rate the extent to which this service is provided in your school. Circle one number.

C. Check the one column that indicates who most often performs this function.

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Educate employers about:							
51. the number of students available for various kinds of jobs and cooperative programs		1 2 3 4 5					
52. the kinds of courses being taught in the school and the kinds of job capabilities of students.		1 2 3 4 5					
53. the ways of contacting school personnel in order to solicit applications		1 2 3 4 5					
54. the legal requirements of hiring policies		1 2 3 4 5					
Work with employers on a group basis (i.e., meetings) to obtain information about:							
55. current job openings, possible future job openings, and possible job layoffs		1 2 3 4 5					
56. characteristics of desired employees		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
57. changes in equipment, procedures, materials, theory which may affect course content		1 2 3 4 5					
58. sources of potential job information		1 2 3 4 5					
Work with employers on an individual basis to: 59. identify potential placements for specific students		1 2 3 4 5					
60. refer the names of potential employees		1 2 3 4 5					
61. arrange interviews with employers for students		1 2 3 4 5					
62. bring employers to school to meet potential employees		1 2 3 4 5					
63. develop job descriptions		1 2 3 4 5					
64. discuss services available from schools		1 2 3 4 5					
Evaluate job placement services with employers to determine: 65. employer opinions of placement services		1 2 3 4 5					

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function? Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
66. employer opinions of employees' performances on the job		1 2 3 4 5					
On a group basis teach students about:							
67. different career areas and job characteristics		1 2 3 4 5					
68. job alternatives on the local, state, and national levels		1 2 3 4 5					
69. job seeking, job application, and interview skills		1 2 3 4 5					
70. proper work behaviors and attitudes		1 2 3 4 5					
71. legal requirements of employers (e.g., minimum wage, safety requirements, discrimination, etc.)		1 2 3 4 5					
Work with students on an individual basis to assess students':							
72. job seeking skills		1 2 3 4 5					
73. job application skills		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
74. job interview skills		1 2 3 4 5					
75. job retention skills		1 2 3 4 5					
Work with students on an individual basis to obtain information about:							
76. desired jobs		1 2 3 4 5					
77. aptitudes and skills		1 2 3 4 5					
78. interests and values		1 2 3 4 5					
79. career decisions		1 2 3 4 5					
Work with students on an individual basis to:							
80. help students make career or specific job choices		1 2 3 4 5					
81. help students develop resumes		1 2 3 4 5					

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
82. help students arrange interviews		1 2 3 4 5					
83. help students develop proper work behaviors and attitudes		1 2 3 4 5					
84. help students select course work compatable with career goals		1 2 3 4 5					
Evaluate job placement services with students by:							
85. monitoring students' performances on the job through on-site visits		1 2 3 4 5					
86. obtaining students' opinions about placement services		1 2 3 4 5					
87. obtaining students' opinions about job satisfaction		1 2 3 4 5					
88. maintain students' employment and salary histories for five years		1 2 3 4 5					
89. maintain accurate follow-up files on students for one year		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on a group basis to share knowledge about:							
90. scope of job opportunities and occupational areas at local, state, and national levels		1 2 3 4 5					
91. job placement and counseling techniques		1 2 3 4 5					
92. developing or updating curriculum in order to meet job requirements		1 2 3 4 5					
93. emerging occupations		1 2 3 4 5					
94. ways to eliminate sex-role stereotyping		1 2 3 4 5					
95. content of the courses they teach		1 2 3 4 5					
96. job placement opportunities		1 2 3 4 5					
97. sources of information about potential jobs		1 2 3 4 5					
98. local employers' needs		1 2 3 4 5					
99. changes in equipment, procedures, materials, theory which may affect course contents		1 2 3 4 5					
100. skills and competencies required for specific jobs which may affect course content of curriculum		1 2 3 4 5					

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on an individual basis to evaluate:							
101. individual students' skills, academic achievement, and work attitudes		1 2 3 4 5					
102. scope of job opportunities for individual students		1 2 3 4 5					
Work with the state and federal governments to obtain current resource information about:							
103. available placement services		1 2 3 4 5					
104. changes in career patterns		1 2 3 4 5					
105. relevant booklets and pamphlets available		1 2 3 4 5					
Work with parents and the community to obtain information about:							
106. needs for services		1 2 3 4 5					
107. employment information		1 2 3 4 5					
108. attitudes about sex-role stereotyping		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
109. attitudes about employment alternatives		1 2 3 4 5					
Educate parents and community about:							
110. programs offered by the school		1 2 3 4 5					
111. kinds of courses being taught in the school		1 2 3 4 5					
112. changes in career patterns		1 2 3 4 5					
113. sex-role stereotyping		1 2 3 4 5					
114. students' competencies and capabilities		1 2 3 4 5					
115. relevant booklets and pamplets available		1 2 3 4 5					
Evaluate job placement services with parents and community to determine:							
116. community opinions of placement services		1 2 3 4 5					

SDE 26-173-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Communicate with parents on an individual basis to:							
117. describe individual students' program and programs available		1 2 3 4 5					
118. discuss scope of job opportunities available to individual students		1 2 3 4 5					
119. discuss individual students' competencies capabilities, current achievements		1 2 3 4 5					
120. discuss individual students' work attitudes and behaviors		1 2 3 4 5					
Involve parents in:							
121. career awareness workshops		1 2 3 4 5					
122. school functions		1 2 3 4 5					
123. club activities (FFA, FBLA, etc.)		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Additional administrative activities: 124. maintain and update a vocational placement library		1 2 3 4 5					
125. maintain a comprehensive file on all students for five years		1 2 3 4 5					
126. maintain a follow-up system for all graduates		1 2 3 4 5					
127. Other (please specify)		1 2 3 4 5					

What do you feel are the primary strengths of the job placement program in your school?

What do you feel are the primary weaknesses of the job placement program in your school?

What do you need to correct those weaknesses and for what purpose?

What do you need	Purpose

SDE 26-173-00
(This form becomes obsolete 6/30/80)

NES 30 Gatehouse Road,
Amherst, Mass. 01002

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

For Vocational Teachers

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT:

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

DIRECTIONS FOR SECTIONS I AND II

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

___ A. Georgia
_✓_ B. South Carolina
___ C. Florida
___ D. Other

SDE 26-175-00
(This form becomes obsolete 6/30/80)

SECTION I

1. In what type of school are you currently working?

___ A. High school/junior high school
___ B. Comprehensive high school
___ C. Area vocational center
___ D. Special institution

2. What is the size of your school?

___ A. Fewer than 500 students
___ B. Between 500 and 999 students
___ C. 1000 students or more

3. At the end of this school year, how many years of experience have you had in vocational education?

___ A. First year
___ B. 1-4 years
___ C. 5-9 years
___ D. 10 years or more

4. What is your current teaching work load ?

___ A. 1-3 hours per day
___ B. 4-5 hours per day
___ C. 6 or more hours per day

5. What is your age?

___ A. Under 30 years
___ B. 30-39 years
___ C. 40-49 years
___ D. 50 years or older

6. What is your sex?

___ A. Male
___ B. Female

7. What is your ethnic or racial background?

___ A. American Indian/Alaskan Native
___ B. Asian-American/Pacific Islander
___ C. Black--non-Hispanic
___ D. Hispanic
___ E. White--non-Hispanic
___ F. Other (please specify) ______________________________

8. What is the highest level of education which you have achieved?

___ A. Less than high school
___ B. High school diploma or equivalent
___ C. TEC diploma
___ D. Associate's degree/two years of college
___ E. Three-year nursing degree
___ F. Bachelor's degree/four years of college
___ G. Master's degree/six years of college
___ H. Doctoral degree

SDE 26-175-00
(This form becomes obsolete 6/30/80)

SECTION II

The structure of job placement programs is very different in various schools. Some of the following questions use the term job placement services. Job placement services refer to the job placement activities a school undertakes to place students in jobs and to the people responsible for those activities.

Please check the following sources of information that you have used within the past two years to obtain employment opportunity information for your vocational students.

9. ___ Other school staff
10. ___ Local employment agencies
11. ___ Local industry
12. ___ National Alliance of Businessmen
13. ___ Local advisory council
14. ___ Current students
15. ___ Program graduate
16. ___ Craft advisory committees
17. ___ Industry training session
18. ___ State Department of Education
19. ___ State Department of Labor
20. ___ Other government agency
21. ___ Guidance or placement offices in other schools
22. ___ Other (please specify)________________________________

SDE 26-175-00
(This form becomes obsolete 6/30/80)

23. Of the students graduating from your school last year, approximately what percentage did you personnally place?

___ A. 0 to 5 percent
___ B. 6 to 10 percent
___ C. 11 to 20 percent
___ D. 21 to 30 percent
___ E. 31 to 40 percent
___ F. 41 to 50 percent
___ G. 51 percent or more

24. Approximately what percentage of the students in your classes receive career counseling on an individual basis from your job placement service prior to graduation?

___ A. 0 to 20 percent
___ B. 21 to 40 percent
___ C. 41 to 60 percent
___ D. 61 to 80 percent
___ E. 81 to 100 percent

Read each of the following goals. Check Column A if you feel this is a goal of the job placement service in your school. Rate the extent to which you feel that this goal is met by the job placement service provided by your school.

Goal	A Goal of Job Placement	Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent
25. A job-placement philosophy will be established at each school or vocational center.		1 2 3 4 5
26. The guidance department will work closely with all existing advisory committees so that committees will have input in the placement system.		1 2 3 4 5
27. The guidance department will work to enhance the support of the administration, instructors, school (feeder) counselors, and other school officials to assist in the development of job activities within the school.		1 2 3 4 5
28. A complete reference section geared toward career information will be maintained and updated as often as possible.		1 2 3 4 5
29. An ongoing relationship among the vocational center and local business and industry will exist to meet the needs of students leaving the program with salable skills.		1 2 3 4 5
30. A comprehensive file that projects present and future employment needs will be maintained on business and industry.		1 2 3 4 5

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Goal	A Goal of Job Placement	Goal is Met by Job Placement 1 = Not at All 5 = To a Very Great Extent
31. A comprehensive file with specific information on each client will be maintained on each graduate, each dropout with a marketable skill, and all co-op students.		1 2 3 4 5
32. The department will provide students with experiences which will enable them to develop a pattern of understanding in the total employment process.		1 2 3 4 5
33. The graduates available for placement shall be placed in the area trained or in a related area.		1 2 3 4 5
34. An adequate follow-up system of all past graduates, dropouts with marketable skills, and present co-op students will be maintained.		1 2 3 4 5
35. Other (please specify) ____________________ ____________________		1 2 3 4 5

Read each of the following functions. Check Column A if you feel this is a function of the job placement service in your school. Rate the extent to which you feel that this function is performed by the job placement service provided by your school.

Function	A Function of Job Placement	Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent
36. Educate employers (e.g., students available, kinds of courses and services offered by school, etc.).		1 2 3 4 5
37. Work with employers on a group basis to obtain information, (e.g., job opportunities, job characteristics, characteristics of desired employees, sources of job opportunity information, etc.).		1 2 3 4 5
38. Work with employers on an individual basis (e.g., make specific referrals, develop job descriptions, identify job characteristics which affect instructional programs, etc.).		1 2 3 4 5
39. On a group basis, teach students job development skills (e.g., job seeking, job application, and job retention skills; and matching job opportunities with interests, abilities, values, course work, etc.).		1 2 3 4 5
40. Work with students on an individual basis (e.g., discuss job alternatives, attitudes, skills, interests, and abilities, etc.).		1 2 3 4 5
41. Educate teachers (e.g., job placement, job oppprtunities, changes in job patterns, changes in job requirements, etc.).		1 2 3 4 5

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function of Job Placement	Function is Performed by Job Placement 1 = Not at All 5 = To a Very Great Extent
42. Share information with teachers (e.g., job placement opportunities, sources of job placement information, changes in job requirements, etc.).		1 2 3 4 5
43. Work with teachers on an individual basis to evaluate students (e.g., skills, capabilities, academic achievement, attitudes, interests, scope of job opportunities, etc.).		1 2 3 4 5
44. Work with parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).		1 2 3 4 5
45. Educate parents and community (e.g., programs offered, changes in career patterns, employment alternatives available, etc.).		1 2 3 4 5
46. Communicate with parents on an individual basis (e.g., report students' competencies, achievements, work attitudes, behaviors, job alternatives, etc.).		1 2 3 4 5
47. Involve parents in career awareness and job placement (e.g., workshops, club functions, school functions, etc.).		1 2 3 4 5
48. Develop good public relations with the community.		1 2 3 4 5
49. Other (please specify) ____________________ ____________________		1 2 3 4 5

SDE 26-175-00
(This form becomes obsolete 6/30/80)

DIRECTIONS FOR SECTION III

A. Read each of the following functions. Check A if this is performed in your school.

B. Rate the extent to which this service is provided in your school. Circle one number.

C. Check the one column that indicates who most often performs this function.

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Educate employers about:							
50. the number of students available for various kinds of jobs and cooperative programs		1 2 3 4 5					
51. the kinds of courses being taught in the school and the kinds of job capabilities of students.		1 2 3 4 5					
52. the ways of contacting school personnel in order to solicit applications		1 2 3 4 5					
53. the legal requirements of hiring policies		1 2 3 4 5					
Work with employers on a group basis (i.e., meetings) to obtain information about:							
54. current job openings, possible future job openings, and possible job layoffs		1 2 3 4 5					
55. characteristics of desired employees		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
56. changes in equipment, procedures, materials, theory which may affect course content		1 2 3 4 5					
57. sources of potential job information		1 2 3 4 5					
Work with employers on an individual basis to:							
58. identify potential placements for specific students		1 2 3 4 5					
59. refer the names of potential employees		1 2 3 4 5					
60. arrange interviews with employers for students		1 2 3 4 5					
61. bring employers to school to meet potential employees		1 2 3 4 5					
62. develop job descriptions		1 2 3 4 5					
63. discuss services available from schools		1 2 3 4 5					
Evaluate job placement services with employers to determine:							
64. employer opinions of placement services		1 2 3 4 5					

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
65. employer opinions of employees' performances on the job		1 2 3 4 5					
On a group basis teach students about:							
66. different career areas and job characteristics		1 2 3 4 5					
67. job alternatives on the local, state, and national levels		1 2 3 4 5					
68. job seeking, job application, and interview skills		1 2 3 4 5					
69. proper work behaviors and attitudes		1 2 3 4 5					
70. legal requirements of employers (e.g., minimum wage, safety requirements, discrimination, etc.)		1 2 3 4 5					
Work with students on an individual basis to assess students':							
71. job seeking skills		1 2 3 4 5					
72. job application skills		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
73. job interview skills		1 2 3 4 5					
74. job retention skills		1 2 3 4 5					
Work with students on an individual basis to obtain information about:							
75. desired jobs		1 2 3 4 5					
76. aptitudes and skills		1 2 3 4 5					
77. interests and values		1 2 3 4 5					
78. career decisions		1 2 3 4 5					
Work with students on an individual basis to:							
79. help students make career or specific job choices		1 2 3 4 5					
80. help students develop resumes		1 2 3 4 5					

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
81. help students arrange interviews		1 2 3 4 5					
82. help students develop proper work behaviors and attitudes		1 2 3 4 5					
83. help students select course work compatable with career goals		1 2 3 4 5					
Evaluate job placement services with students by: 84. monitoring students' performances on the job through on-site visits		1 2 3 4 5					
85. obtaining students' opinions about placement services		1 2 3 4 5					
86. obtaining students' opinions about job satisfaction		1 2 3 4 5					
87. maintain students' employment and salary histories for five years		1 2 3 4 5					
88. maintain accurate follow-up files on students for one year		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on a group basis to share knowledge about:							
89. scope of job opportunities and occupational areas at local, state, and national levels		1 2 3 4 5					
90. job placement and counseling techniques		1 2 3 4 5					
91. developing or updating curriculum in order to meet job requirements		1 2 3 4 5					
92. emerging occupations		1 2 3 4 5					
93. ways to eliminate sex-role stereotyping		1 2 3 4 5					
94. content of the courses they teach		1 2 3 4 5					
95. job placement opportunities		1 2 3 4 5					
96. sources of information about potential jobs		1 2 3 4 5					
97. local employers' needs		1 2 3 4 5					
98. changes in equipment, procedures, materials, theory which may affect course contents		1 2 3 4 5					
99. skills and competencies required for specific jobs which may affect course content of curriculum		1 2 3 4 5					

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Work with teachers on an individual basis to evaluate:							
100. individual students' skills, academic achievement, and work attitudes		1 2 3 4 5					
101. scope of job opportunities for individual students		1 2 3 4 5					
Work with the state and federal governments to obtain current resource information about:							
102. available placement services		1 2 3 4 5					
103. changes in career patterns		1 2 3 4 5					
104. relevant booklets and pamphlets available		1 2 3 4 5					
Work with parents and the community to obtain information about:							
105. needs for services		1 2 3 4 5					
106. employment information		1 2 3 4 5					
107. attitudes about sex-role stereotyping		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
108. attitudes about employment alternatives		1 2 3 4 5					
Educate parents and community about:							
109. programs offered by the school		1 2 3 4 5					
110. kinds of courses being taught in the school		1 2 3 4 5					
111. changes in career patterns		1 2 3 4 5					
112. sex-role stereotyping		1 2 3 4 5					
113. students' competencies and capabilities		1 2 3 4 5					
114. relevant booklets and pamplets available		1 2 3 4 5					
Evaluate job placement services with parents and community to determine:							
115. community opinions of placement services		1 2 3 4 5					

SDE 26-175-00
(This form becomes obsolete 6/30/80)

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Communicate with parents on an individual basis to:							
116. describe individual students' program and programs available		1 2 3 4 5					
117. discuss scope of job opportunities available to individual students		1 2 3 4 5					
118. discuss individual students' competencies capabilities, current achievements		1 2 3 4 5					
119. discuss individual students' work attitudes and behaviors		1 2 3 4 5					
Involve parents in:							
120. career awareness workshops		1 2 3 4 5					
121. school functions		1 2 3 4 5					
122. club activities (FFA, FBLA, etc.)		1 2 3 4 5					

Function	A Function is performed.	B To what extent is the service provided? 1 = to a Very Little Extent 5 = to a Very Great Extent	C Who most often performs this function?				
			Vocational Placement Officer	School Counselor	School Administrator	Vocational Teachers	Vocational Students
Additional administrative activities: 123. maintain and update a vocational placement library		1 2 3 4 5					
124. maintain a comprehensive file on all students for five years		1 2 3 4 5					
125. maintain a follow-up system for all graduates		1 2 3 4 5					
126. Other (please specify)		1 2 3 4 5					

What do you feel are the primary strengths of the job placement program in your school?

What do you feel are the primary weaknesses of the job placement program in your school?

SDE 26-175-00
(This form becomes obsolete 6/30/80)

What do you need to correct those weaknesses and for what purpose?

What do you need	Purpose

SDE 26-175-00
(This form becomes obsolete 6/30/80)

SURVEY NO.

STATE OF SOUTH CAROLINA
DEPARTMENT
OF
EDUCATION
COLUMBIA

SOUTH CAROLINA JOB PLACEMENT SERVICES EFFECTIVENESS SURVEY

For Vocational Students and Program Graduates

The purpose of this survey is to: (1) determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; (2) identify characteristics of effective placement service programs.

GENERAL DIRECTIONS

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT:

IF YOU CANNOT ANSWER A QUESTION, OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

For each of the following questions, please put a penciled checkmark (✓) on the blank line to the left of the response you choose as your answer. For example, if the following question were asked, your response might look like this:

In what state do you currently reside?

___ A. Georgia
✓ B. South Carolina
___ C. Florida
___ D. Other

26-174-00
form becomes obsolete 6/30/80)

1. What type of school did you attend?

___ A. High school/junior high school
___ B. Comprehensive high school
___ C. Area vocational center
___ D. Special institution

2. What is the size of your school?

___ A. Fewer than 500 students
___ B. Between 500 and 999 students
___ C. 1000 students or more

3. Were you enrolled in a vocational education program (such as Home Economics, Business and Office Services, Auto Mechanics, Cosmetology, Distributive Education, etc.)?

___ A. Yes
___ B. No

4. How many years of vocational education did you complete at the high school level?

___ A. 1 year or less
___ B. 2 years
___ C. 3 years
___ D. 4 years or more

5. Did you receive a high school diploma?

___ A. Yes
___ B. No

6. What is your age?

___ A. Under 16 years
___ B. 16-17 years
___ C. 18-19 years
___ D. 20-21 years
___ E. 22 years or older

7. What is your sex?

___ A. Male
___ B. Female

8. What is your ethnic or racial background?

___ A. American Indian/Alaskan Native
___ B. Asian-American/Pacific Islander
___ C. Black--non-Hispanic
___ D. Hispanic
___ E. White--non-Hispanic
___ F. Other (please specify) ____________________________

9. Are you currently employed?

___ A. Yes, full time
___ B. Yes, less than full time
___ C. No

Please check the sources of information below that were most helpful to you in obtaining your first job after leaving school.

10. ___ Your school guidance or placement service
11. ___ Other school staff
12. ___ Local employment agency
13. ___ Local industry
14. ___ National Alliance of Businessmen
15. ___ Local advisory council
16. ___ Current student
17. ___ Program graduate
18. ___ Craft advisory committees
19. ___ Industry training session
20. ___ State Department of Education
21. ___ State Department of Labor
22. ___ Other government agency
23. ___ Guidance or placement offices in other schools
24. ___ I located and applied for the job by myself.
25. ___ A friend or relative
26. ___ Other (please specify) ______________________________

27. Were you ever in a co-op work program while in school?

___ A. Yes
___ B. No

If yes, please check the sources of information listed below that were most helpful to you in obtaining your co-op work program.

28. ___ Your school guidance or placement service
29. ___ Other school staff
30. ___ Local employment agency
31. ___ Local industry
32. ___ National Alliance of Businessmen
33. ___ Local advisory council
34. ___ Current student
35. ___ Program graduate
36. ___ Craft advisory committees
37. ___ Industry training session
38. ___ State Department of Education
39. ___ State Department of Labor
40. ___ Other government agency
41. ___ Guidance or placement offices in other schools
42. ___ I located and applied for the job by myself.
43. ___ A friend or relative
44. ___ Other (please specify) ______________________________

45. Do you feel that the job placement service in your school helped you get a job in the field you were trained for?

___ A. Not at all
___ B. To a small extent
___ C. To a moderate extent
___ D. To a great extent
___ E. To a very great extent

46. Do you feel that the job placement opportunities provided to you by your school's job placement service were related to your field?

___ A. Not at all
___ B. To a small extent
___ C. To a moderate extent
___ D. To a great extent
___ E. To a very great extent

47. Do you feel that the school placement service made as much of an effort to get women jobs as it did to get men jobs?

___ A. Not at all
___ B. To a small extent
___ C. To a moderate extent
___ D. To a great extent
___ E. To a very great extent
___ F. I don't know

48. When talking with you about job opportunities, do you feel the job placement service considered jobs for you that are usually held by members of the opposite sex?

___ A. Not at all
___ B. To a small extent
___ C. To a moderate extent
___ D. To a great extent
___ E. To a very great extent

49. Did your job placement service ever discourage you from exploring or applying for a job because the job is usually held by members of the opposite sex?

___ A. Yes

___ B. No

If yes, what kind of job was it? ______________________________

50. Would you encourage a friend of yours to go through your school's job placement service to get a job?

___ A. Strongly encourage

___ B. Somewhat encourage

___ C. Somewhat discourage

___ D. Strongly discourage

51. Approximately how many times did you receive individual career counseling prior to graduation?

___ A. Not at all

___ B. 1 to 2 times

___ C. 3 to 4 times

___ D. 5 to 10 times

___ E. 11 to 15 times

___ F. 16 times or more

52. If you met with a counselor one or more times, how helpful do you feel the meeting(s) were?

___ A. Very helpful

___ B. Moderately helpful

___ C. Minimally helpful

___ D. Not at all helpful

Please check the following services that you feel are important for a vocational school's job placement service to offer.

A vocational school's job placement service should teach students about:

53. ___ the courses needed for different kinds of careers

54. ___ the skills needed for specific kinds of jobs

55. ___ different kinds of jobs available in the local area

56. ___ different kinds of jobs available in the state

57. ___ looking for jobs

58. ___ completing job applications

59. ___ writing resumes

60. ___ keeping a job (i.e., how to behave in a job)

61. ___ laws relating to working (e.g., minimum wage, contracts, safety laws, discrimination, etc.)

A vocational school's job placement service should work with individual students to:

62. ___ find out about their interests and skills

63. ___ tell them about the different kinds of jobs available that fit their interests and skills

64. ___ help them set up job cooperative programs

65. ___ help them arrange for interviews with employers

66. ___ Keep careful records for students that will help them get jobs after leaving school (e.g., records of courses taken, student's skills, letters of recommendation, work experience, address, etc.)

67. ___ Keep follow-up files on students up to date for at least five years

Please check only those services which apply to you.

My school's job placement service taught me about:

68. ___ the courses needed for different kinds of careers
69. ___ the skills needed for specific kinds of jobs
70. ___ different kinds of jobs available in the local area
71. ___ different kinds of jobs available in the state
72. ___ looking for jobs
73. ___ completing job applications
74. ___ writing resumes
75. ___ keeping a job (i.e., how to behave in a job)
76. ___ laws relating to working (e.g., minimum wage, contracts, safety laws, discrimination, etc.)

My school's job placement service has worked with me to:

77. ___ find out about my interests and skills
78. ___ tell me about the different kinds of jobs available that fit my interests and skills
79. ___ help me set up job cooperative programs
80. ___ help me arrange for interviews with employers
81. ___ Keep careful records that helped me to get jobs after leaving school (e.g., records of courses taken, letters of recommendation, work experience, address, etc.)
82. ___ Keep my file up to date
83. ___ Other (please specify) ________________________________

What do you feel are the primary strengths of the job placement program in your school?

What do you feel are the primary weaknesses of the job placement program in your school?

APPENDIX D

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
tate Superintendent of Education

December 19, 1979

Dear Administrator:

This is to inform you that the Office of Vocational Education will be conducting two surveys during the month of January. The purpose of the first survey, a Trades and Industrial Educators' Needs Assessment, is to determine the trades and industrial teachers' training and professional development needs. This survey will involve all South Carolina trades and industrial teachers, 129 administrators, and 25 teacher educators. In addition, a Job Placement Service Effectiveness Survey will be used: (1) to determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; and (2) to identify characteristics of effective placement service programs. This survey will involve 1,000 vocational teachers, all vocational placement personnel, all secondary vocational school counselors, all school administrators, and 1,000 students.

The South Carolina Department of Education has contracted with National Evaluation Systems, Inc. (NES), a contract research agency, to work with the Office of Vocational Education to design, conduct, and report the results of these surveys.

Advance notice letters have been enclosed in this package for personnel in your school who are being asked to participate in one or both of the surveys. We would greatly appreciate your assistance in conducting this survey by:

(1) distributing the advance notice letters to the school personnel indicated; and

(2) sending to NES in the enclosed postage paid return envelope the names of any personnel no longer at your school.

In approximately two weeks you will be receiving a package containing all of the information and materials you and the selected personnel will need to complete the surveys. Again we will ask for your assistance in distributing the materials to participating personnel in your school.

Your response as well as responses of all those being asked to participate in these surveys will be extremely important in order to provide representative results and complete information for decision making purposes.

If you have any immediate questions about these surveys, please feel free to call Claudia Sheehan, Project Manager at NES (413) 256-0444, Pamela Kegley, or Maria Smoak, Consultants, RCU, Office of Vocational Education (758-2358).

We greatly appreciate your support and cooperation in these projects.

Sincerely,

Moody Oswald by JCL

Moody Oswald, Director
Office of Vocational Education

Peter Schriber

Peter E. Schriber, Ed.D.
Project Director, NES

National Evaluation Systems, Inc.

December 21, 1979

Dear Administrator:

In order to help us distribute the advance notice letters to the personnel in your school, please refer to the list of selected participants on the enclosed yellow sheet.

In some cases, a name may appear on the list twice. People who are listed twice will be asked to complete two surveys. Each person on the list, however, should only receive one advance notice letter.

In the event that a person appearing on the list is no longer with your school, could you please complete the form at the bottom of this page and return it to NES in the enclosed postage-paid envelope.

We sincerely appreciate your assistance in this project.

Sincerely,

Claudia J. Sheehan
Project Manager

- -

SURVEY PARTICIPANT CORRECTIONS

School Name: ______________________________

The following people included on the survey participant list are no longer with our school:

Name	New School Location (if available)

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

December 19, 1979

Dear Educator:

This is to inform you that the Office of Vocational Education will be conducting two surveys during the month of January. The purpose of the first survey, a Trades and Industrial Educators' Needs Assessment, is to determine the trades and industrial teachers' training and professional development needs. This survey will involve all South Carolina trades and industrial teachers, 129 administrators, and 25 teacher educators. In addition, a Job Placement Service Effectiveness Survey will be used: (1) to determine the effectiveness of job placement services provided to secondary vocational students in high schools and area vocational centers in South Carolina; and (2) to identify characteristics of effective placement service programs. This survey will involve 1,000 vocational teachers, all vocational placement personnel, all secondary vocational school counselors, all school administrators, and 1,000 students.

The South Carolina Department of Education has contracted with National Evaluation Systems, Inc. (NES), a contract research agency, to work with the Office of Vocational Education to design, conduct, and report the results of these surveys.

We are asking you to participate in one or more of these surveys. In approximately two weeks you will be receiving a package containing all of the information and materials you will need to complete the surveys. Your response as well as responses of all those being asked to participate in these surveys will be extremely important in order to provide representative results and complete information for decision making purposes.

If you have any immediate questions about these surveys, please feel free to call Claudia Sheehan, Project Manager at NES (413) 256-0444, Pamely Kegley or Maria Smoak, Consultants, RCU, Office of Vocational Education (758-2358).

We greatly appreciate your support and cooperation in these projects.

Sincerely,

Moody Oswald

Moody Oswald, Director
Office of Vocational Education

Peter E Schriber

Peter E. Schriber, Ed.D
Project Director, NES

National Evaluation Systems, Inc.

January 4, 1980

Dear Administrator:

In December, the Office of Vocational Education in conjunction with National Evaluation Systems, Inc. (NES) sent you a letter concerning two surveys to be conducted during the month of January.

You will find in this packet all of the materials personnel selected from your school will need to complete the Job Placement Services Effectiveness Surveys and Trades and Industrial Educators' Needs Assessment surveys.

We would appreciate your assistance in conducting this study by:

(1) completing the administrator's survey(s) attached, and returning it to NES in the postpaid envelope provided,

(2) distributing the survey packets addressed to the teachers in your school. A list has been enclosed to assist you in the distribution. Some names may appear twice. People who are listed twice have been asked to complete two surveys.

(3) making sure that all teachers return their completed survey(s) to NES promptly.

We sincerely appreciate your assistance in this project.

Sincerely,

Claudia J. Sheehan
Project Manager

CJS:cw

Mailing Address:
Post Office Box 226
Amherst, Mass. 01004

NES

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

National Evaluation Systems, Inc.

January 4, 1980

Dear Educator:

In December, the Office of Vocational Education asked you to participate in a Job Placement Services Effectiveness survey to be conducted during January.

The South Carolina State Department of Education has contracted with National Evaluation Systems, Inc. (NES) to design, conduct, and report results of the survey. This sample will involve 1000 vocational teachers, all vocational placement personnel, all secondary vocational school counselors, all school administrators, and 1000 students.

The Office of Vocational Education will use the results from this survey to: (1) determine the effectiveness of job placement services provided by high school and area vocational centers; (2) identify characteristics of effective placement service programs.

All responses to the survey will be confidential. Results will be reported by group, and no individual results will be identified. The number printed on each survey is for internal inventory and coding purposes only.

Please complete the survey as thoroughly as possible. If you are unable, or do not wish to answer any question, simply leave it blank. Return your completed survey to NES in the enclosed postpaid return envelope by January 18, 1980, or as soon as possible after that date.

Your response to this survey is essential for a complete understanding of the job placement services in South Carolina schools.

If you have any questions concerning this survey, please feel free to call me at (413) 256-0444.

Thank you for your support and cooperation in this survey.

Sincerely,

Claudia J. Sheehan

Claudia J. Sheehan
Project Manager

CJS/cw

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
tate Superintendent of Education

January 2, 1979

Dear Student:

WE NEED YOUR HELP

The Office of Vocational Education at the State Department of Education is conducting a survey during the month of January and we are asking for your participation.

The survey asks for your opinions about the kinds of job placement services you were given in your high school or area vocational center. It also asks you how helpful you feel these services were. We will use the results of this survey to find out what makes some job placement services more helpful than others and to improve these services. This is why we need your help.

Enclosed is a copy of the survey. Please take time to answer the survey now and return it to us in the pre-stamped envelope provided for this purpose.

Thank you for your interest and your help in improving the schools in our state.

Sincerely,

Moody Oswald

Moody Oswald, Director
Office of Vocational Education

Peter E Schriber

Peter E. Schriber, Ed.D.
Project Director, NES

cs

National Evaluation Systems, Inc.

January 18, 1980

Dear Administrator:

In early January, the South Carolina State Department of Education, Office of Vocational Education in conjunction with National Evaluation Systems, Inc. (NES) sent you a packet of the Job Placement Services Effectiveness surveys and/or Trades and Industrial Educators' Needs Assessment surveys. We asked you to distribute the surveys to selected personnel in your school.

Some people responded very promptly, and we have already received a number of completed surveys. It is important, however, that the results of these surveys are representative of all trades and industrial and/or vocational educators in South Carolina.

To encourage complete participation in these projects, we would appreciate your assistance by:

(1) distributing the enclosed letters to the selected participants on the enclosed distribution list;

(2) checking with each person on the list to ensure that he or she has completed and returned the survey(s).

(3) asking the participants who have not responded to complete and return their surveys.

Through your efforts we have already had a very favorable response rate to our initial mailing. We sincerely appreciate your continued support and cooperation. Thank you for your assistance.

Sincerely,

Claudia J. Sheehan
Project Manager

Peter E Schriber

Peter E. Schriber
Project Director

PES/cw
Enclosures

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

NES

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

National Evaluation Systems, Inc.

January 18, 1980

Dear Educator:

The South Carolina State Department of Education, Office of Vocational Education in conjunction with National Evaluation Systems, Inc. (NES) is conducting two surveys. In early January, you were asked to complete one or both of the surveys entitled, Trades and Industrial Educators' Needs Assessment and Job Placement Services Effectiveness Survey.

A great number of you have already responded to our survey mailing. We sincerely thank those of you who have completed and returned your survey to us. We appreciate your prompt and thorough responses.

In order to provide useful information for the Office of Vocational Education, however, it is important that the results of these surveys reflect the opinions of all vocational educators in South Carolina. We strongly encourage those of you who have not responded, to complete your survey as soon as possible and return it no later than January 30, 1980.

If you have any questions about these surveys, please feel free to call Claudia Sheehan, Project Manager, at NES (413) 256-0444. Again, if you have already returned your survey, thank you for your support and cooperation.

Sincerely,

Claudia J. Sheehan
Project Manager

Peter Schriber

Peter E. Schriber
Project Director

CJS/PES/cw

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

NES

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

APPENDIX E

National Evaluation Systems, Inc.

April 11, 1980

Dear Consultant:

The Vocational Research Coordinating Unit of the South Carolina Department of Education contracted with National Evaluation Systems, Inc. (NES) to conduct a Trades and Industrial Educators'Needs Assessment and a Job Placement Services Effectiveness Survey. In December 1979, we asked you to review the content of the surveys against several criteria. We found your reviews to be extremely helpful in finalizing the survey designs. At the time of that review we mentioned that if there were time, we would appreciate having your reactions to the results of the survey. We are very pleased that you have agreed to work with us during this final stage of reporting survey results.

Your review will be most helpful to us if you focus on the conclusions and recommendations which begin on page 38 of the report. We have provided you with the entire report to provide you with any background information you may feel is helpful for your review.

Criteria For Review

1. Please review each conclusion to ensure that the information is:
a. accurate,
b. presented in a straightforward and unbiased manner.

2. Please review each recommendation to ensure that it is:
a. feasible,
b. appropriate,
c. and accurately drawn from the conclusions.

Please comment on every recommendation and be as specific as possible in identifying any additional recommendations, alternate strategies, or rationales. Please return all of your material to NES in the postpaid return envelope by April 21, 1980. We sincerely appreciate your assistance in this project.

Sincerely,

Claudia J. Sheehan
Project Manager

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

National Evaluation Systems, Inc.

November 21, 1979

Dear Consultant:

The Vocational Research Coordinating Unit of the South Carolina Department of Education has contracted with National Evaluation Systems, Inc. (NES) to conduct a Trades and Industrial Educators' Needs Assessment and a Job Placement Services Effectiveness Survey. Prior to the award of this contract you were asked by NES to act as a consultant to review the survey for one or both of these projects. Thank you for agreeing to work with NES on these projects.

The objectives of the surveys have been reviewed by the South Carolina Department of Education, and NES is presently developing the first draft of the survey instruments. We feel that your review of the instruments will be most helpful during this initial stage of development. We will mail the draft instrument(s) to you during the week of November 26-30, 1979. At that time we wil include complete instructions and guidelines for your task. In order for your suggestions and comments to be incorporated in the final design of the instruments we will need to receive your materials no later than December 7, 1979. Your task should take no longer than one-half day to complete.

If you foresee any problems in completing this task in the time allotted, please call us immediately at (413) 256-0444 (collect). We appreciate your assistance in this project.

Sincerely,

Claudia J. Sheehan
Project Manager

William A. Gage
Project Assistant

CJS/WAG/cw

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

NES

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

National Evaluation Systems, Inc.

November 28, 1979

Dear Consultant:

Enclosed you will find the materials necessary to conduct your review of the Trades and Industrial Educators Needs Assessment and/or the Job Placement Services Effectiveness Survey.

(1) Survey Objectives (blue/green)
(2) One or both of the survey instruments (blue/green)
(3) Instructions for survey review (orange)
(4) Criteria for survey review (buff)

Also enclosed:

(5) Two Consultant Agreements
(6) One Consultant Invoice
(7) One Postage-paid return envelope

Your task is to review each survey according to the Instructions for Survey Review.

On both the Consultant Agreement and Consultant Invoice, please provide the information needed (address, telephone number, and social security number) in the upper-left corner box. Both forms also require your signature. Keep one copy of the Consultant Agreement for your files. Please be sure to return these forms with the other enclosed materials in the postage-paid return envelope provided. Please return these materials no later than December 7, 1979. If you have any problem meeting the deadline for returning the materials, please call us immediately so that we can discuss the matter.

If you have any questions or concerns, please feel free to call either Claudia Sheehan or Bill Gage collect at (413) 256-0444. We will be happy to assist you in any way we can. Again, thank you for your assistance.

Sincerely,

Claudia Sheehan
Project Manager

William A. Gage
Project Assistant

CS/WG/cw
Enclosures

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

South Carolina
Trades and Industrial Educators Needs Assessment and
Job Placement Services Effectiveness Survey

INSTRUCTIONS FOR SURVEY REVIEW

(1) Read the criteria for survey review so that you are familiar with the criteria for which you will be reviewing the survey instruments.

(2) Read the survey objectives so that you clearly understand the purpose of the survey.

(3) Read and/or complete the survey so that you are familiar with all of the questions asked on the survey.

(4) Complete the criteria for survey review. Please feel free to make any additional comments directly on the survey instrument.

Name: ____________________

Review of ☐ Trades and Industrial Educators Needs Assessment
☐ Job Placement Services Effectiveness Survey

CRITERIA FOR SURVEY REVIEW

Cover Letter

1. The purpose of the survey is clearly explained. (Circle one.)

   A. yes
   B. no

   If no, what additional information is needed to further clarify the purpose? ____________________

2. The instructions for completing the survey are clear and easy to follow. (Circle one.)

   A. yes
   B. no

   If no, what additional information is needed to further clarify the instructions? ____________________

3. The overall structure and organization of the survey instrument is clear and easy to follow. (Circle one.)

   A. yes
   B. no

   If no, in what way could the instrument be redesigned to clarify the organization? ______________________________

   ____

   ____

Survey Items

4. Review each item of the survey for the following criteria.

   (1) Lack of clarity: the item is unclear in meaning.

   (2) Lack of readability: the vocabulary is unnecessarily difficult.

   (3) Inappropriate content: A. the content of the item is inappropriate for the field of vocational education.

   B. Appropriate content has been omitted.

   (4) Bias: A. the item stereotypes males or females, or any racial, ethnic, religious, or regional group.

   B. the ability to respond to the survey item may be adversely affected by one's racial, ethnic, or religious background.

   (5) Comments--if one or more columns have been checked, please comment on the survey instrument to indicate suggestions for revision or improvement.

Item #	Lack of Clarity	Lack of Readability	Inappropriate Content	Bias	Comment

Item #	Lack of Clarity	Lack of Readability	Inappropriate Content	Bias	Comment

5. Are there questions which you feel do not meet the objectives of the survey?

   A. yes
   B. no

   If not, please comment ______________________________

6. Are there objectives and/or questions which should be added to the survey?

APPENDIX F

National Evaluation Systems, Inc.

December 31, 1979

Dear Administrator:

In January the Office of Vocational Education will be conducting a Job Placement Services Effectiveness Survey.

The South Carolina State Department of Education has contracted with National Evaluation Systems, Inc. (NES) to design, conduct, and report results of the survey. Part of this procedure involves the field-testing of the instrument in order to be certain that the questions and directions for completing the survey are clear and easy to follow. Surveys have been developed for vocational placement personnel and counselors, school administrators, vocational teachers, and students. For this field test we would appreciate your review of the enclosed survey.

The Office of Vocational Education will use the results from the final survey to be conducted in January to (1) determine the effectiveness of job placement services provided by high school and area vocational centers; (2) identify those characteristics of "successful" or "effective" placement service programs.

Please complete the enclosed survey as thoroughly as possible. If you are unable or do not wish to answer any question, simply leave it blank. You should keep track of the time spent completing the survey and record it in the upper right corner of the comment sheet provided.

If you have a problem completing any question, please explain the difficulty on the comment sheet provided or note your concern right on the survey.

Return your completed survey to NES in the enclosed postpaid return envelope by January 7, 1980 or as soon as possible after that date.

If you have any questions concerning this survey, please feel free to call me at (413) 256-0444.

It is important for you to understand that this is only a field test. In January, you may be selected to complete the final survey. If you do receive one, please complete that survey as well.

Thank you for your support and cooperation in this field test.

Sincerely,

Claudia J. Sheehan
Project Manager

CJS:kta:ENCS

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

NES

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

National Evaluation Systems, Inc.

December 31, 1979

Dear Educator:

In January the Office of Vocational Education will be conducting a Job Placement Services Effectiveness Survey.

The South Carolina State Department of Education has contracted with National Evaluation Systems, Inc. (NES) to design, conduct, and report results of the survey. Part of this procedure involves the field-testing of the instrument in order to be certain that the questions and directions for completing the survey are clear and easy to follow. Surveys have been developed for vocational placement personnel and counselors, school administrators, vocational teachers, and students. For this field test we would appreciate your review of the enclosed survey.

The Office of Vocational Education will use the results from the final survey to be conducted in January to (1) determine the effectiveness of job placement services provided by high school and area vocational centers; (2) identify those characteristics of "successful" or "effective" placement service programs.

Please complete the enclosed survey as thoroughly as possible. If you are unable or do not wish to answer any question, simply leave it blank. You should keep track of the time spent completing the survey and record it in the upper right corner of the comment sheet provided.

If you have a problem completing any question, please explain the difficulty on the comment sheet provided or note your concern right on the survey.

Return your completed survey to NES in the enclosed postpaid return envelope by January 7, 1980 or as soon as possible after that date.

If you have any questions concerning this survey, please feel free to call me at (413) 256-0444.

It is important for you to understand that this is only a field test. In January, you may be selected to complete the final survey. If you do receive one, please complete that survey as well.

Thank you for your support and cooperation in this field test.

Sincerely,

Claudia J. Sheehan
Project Manager

CJS:kta:ENCS

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

NES

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

C327

HOW LONG DID IT TAKE TO COMPLETE THE SURVEY (EXCLUSIVE OF THE TIME IT TOOK TO PROVIDE ANY COMMENTS)? _______________ MINUTES

COMMENTS:

kta:12/79